This course examines the theoretical or analytical frameworks, paradigms, and resources of historical research and writing. We pay particular attention to the ways that historians draw on the methods and analytical paradigms of other disciplines such as sociology, political science, economics, anthropology, literary theory, feminist theory and cultural studies. It is not intended as a review of historiography, although some discussion of the literatures of a field inevitably enters into our consideration of methodology. Everyone will be responsible for analyzing the core readings of the course in each class meeting and for several writing assignments (outlined below).

Students will be able to:

- Evaluate major theoretical concepts and analytical approaches in historical research and writing
- Identify the principal methodological approaches of selected historical works
- Identify the main arguments of historical works
- Evaluate a body of literature with particular attention to the theoretical and methodological tools historians use to analyze historical problems
- Understand how theoretical approaches inform public representations of the past

The following texts are REQUIRED and available for purchase in the bookstore:

REQUIRED E-books available through CUP or Snell Library:


Joan Scott, *Gender and the Politics of History* (Columbia University Press, 1988) SNELL
Laura L. Downs, *Manufacturing Inequality* (Cornell, 1995) SNELL
Karl Marx and Frederich Engels, *The Communist Manifesto*. SNELL

Additional REQUIRED readings will be posted on Blackboard and/or will be available in journals through J-STOR.

Writing Assignments:

1. Weekly Critical Essays: each week all students will submit a one-page single-spaced analysis of the readings for each week. Critical essays should focus on the following: What is the principal argument of the book or article? What are the principal sources used? What is the methodology (or methodologies) the author uses to analyze and make sense of the sources?

2. A literature review on a topic relevant to your current interests. Instructions to be provided.

PRESENTATIONS: Each week one of you will present the readings for the week, using your one-page critical essays as a guide, and raising questions for discussion from the readings.

GRADING: Short essays: 30 points (3 points each), Presentations/Class Participation: 25 points, Literature Review: 45 points

It is your responsibility to keep up with the weekly reading and participate in class discussions. Please raise questions about and/or criticisms of the readings in class. They will undoubtedly be interesting for all of us.

**Academic Integrity:**

Your instructor and Northeastern University are intolerant of any form of academic dishonesty. Cheating or plagiarism of any kind will result in an automatic F for the course. Students who cheat will immediately be referred to the Office of Student Conduct and Conflict Resolution and will receive the maximum university discipline possible. Students are expected to familiarize themselves with the University’s Academic Integrity Policy: [http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/).

At the beginning of the semester, we will discuss what constitutes plagiarism and how to avoid it. Students may also find the following link from Snell Library on how to avoid plagiarism useful: [http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism](http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism).
Reasonable Accommodation:
Students with documented learning disabilities will receive reasonable accommodation in this class, in accordance with Northeastern University policy (https://www.northeastern.edu/policies/pdfs/Policy_on_Reasonable_Accommodation.pdf). If you have a learning disability, please see me so that we can work out the details. To contact and register with Northeastern’s Disability Resource Center, go to 20 Dodge Hall or http://www.northeastern.edu/drc/, or call 373-4428.

Title IX:
Northeastern’s Title IX Policy prohibits discrimination based on gender, which includes sexual harassment, sexual assault, relationship or domestic violence, and stalking (for more information, see the website for the Office for University Equity and Compliance at https://www.northeastern.edu/ouec/). The Title IX Policy applies to the entire community, including male, female, transgender students, and faculty and staff. If you or someone you know has been harassed or assaulted, confidential support and guidance can be found through University Health and Counseling Services staff (http://www.northeastern.edu/uhcs/) and the Center for Spiritual Dialogue and Service clergy members (http://www.northeastern.edu/spirituallife/). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University. Alleged violations can be reported non-confidentially to the Title IX Coordinator within The Office for Gender Equity and Compliance at: titleix@northeastern.edu and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does NOT commit the victim/affected party to future legal action.

Week I: September 10 Introduction to the course. What’s methodology? What’s the difference between methodology and method? Why theory?

Week II September 17 Culture and Politics/Politics and Culture

Reading: Lynn Hunt, Politics, Culture and Class in the French Revolution (California, 1984).

Please make notes on the following questions and be prepared to discuss in class: What question or questions is Hunt trying to answer? What sources does she use and on what theoretical foundations does she rely? How would you describe the two methodological approaches she takes to answer this question? How does Hunt analyze material culture? How are the two parts of the book linked? Are there any problems with her assumptions in either part of the book? Critique? How might you apply these methodological approaches to your own work?

Critical essay due on Hunt.
Week III: September 24 Marxism and the Study of Class

Reading: Karl Marx and Frederick Engels, The Communist Manifesto. E-Book at Snell.
Please use the 2012 Yale University Press edition; read pp. 73-102 (obviously can read other material in this edition, but this is the core of the Manifesto).


Eric Hobsbawm, The Age of Capital (1975), Introduction, Chapters 1 and 3.
BLACKBOARD

Critical essay due on Marx and Engels, Cronin and Hobsbawm.

Week IV: Monday October 1 Gender as an Analytical Lens and as Subject of Analysis


Kathleen Canning, “Social Politics, Body Politics: Recasting the Social Question in Germany 1875-1900,” in Canning, Gender Theory in Practice Historical Perspectives on Bodies, Class, and Citizenship (Cornell, 2006), 139-167. BLACKBOARD.

How is the use of gender as a category of historical analysis and as a subject of historical analysis different from the study of women? What are the most important elements of Scott’s theory? What does Tosh add to the study of gender? What is hegemonic masculinity and how does Tosh critique it? How does Roper use gender to analyze the experience of soldiers during World War I? How does Canning use the notion of gender to analyze German social policy in the late 19th century?” How might you apply a gender analysis to your own work?
Critical essay due on Scott, Tosh, Roper, and Canning.

**Week V October 8 NO CLASS: Columbus Day Holiday**

**Week VI October 15 Race as an Analytical Category**


In what sense is race a “meta-language?” What is Brooks Higginbotham’s argument about the power of racial thinking? What kinds of evidence does she use? How does she see the relationship between theory and evidence? How does Camiscioli understand “race?” How did ideas about racial and ethnic difference shape French labor and social policy? What evidence shapes her conclusions? How might the analysis of race or ethnic difference apply to your own work?

Critical essay due on Brooks Higginbotham and Camiscioli.

**Week VII October 15 International History**


What analytical concepts shape Lake’s and Reynolds’ study of the racial dimensions of international history? What assumptions do they make about racial politics? What international connections do they identify? What is their evidence? Could this type of analysis be applied in other contexts?

Critical essay due on Lake and Reynolds.

**Week VIII October 22 Post-Marxist Social History**


In what sense is Thompson’s analysis post-Marxist? What is the relationship between materiality and culture, between culture and politics? What is the place of Marxist
analysis in Rose’s work? How does she both draw upon Thompson’s important intervention in social history and go beyond it? How does she analyze the intersection of gender and class in the process of industrialization?

Critical essay due on Thompson and Rose.

**Week IX October 29 Post-Structuralism and Sexuality; Discussion of Literature Review**


What conceptual framework does Foucault use to analyze the history of sexuality? What kinds of historical examples does he use to demonstrate his points? What does he mean by biopower? What are the advantages and or shortcomings of Foucault’s approach? What does Canning mean by “The Body as Method?” Is the study of the body (and the deployment of laws, policies and discourses upon it –body politics) a methodology or a topic of study?

Critical essay due on Foucault, Canning, and Paisley.

**Week X November 5 Memory, Knowledge and Representation: Making History Public**


What are the main points of Foucault’s lectures? How does he view knowledge and the production of knowledge? How is knowledge linked to power in his view? How is memory different from history for Pierre Nora? What is memory? What is modern memory and what is historicized memory? Does all history fall into the realm of lieux de mémoire? For Winock, in what sense is the memory of Joan of Arc a “mobile memory?” In what sense is this memory a disputed memory? How has Joan of Arc been deployed as a political symbol? What are Panzer’s critiques of “The West as America?”

Critical essay due on Foucault, Nora, Winock, and Panzer.

This would be a good time to begin compiling texts and writing your literature review due on December 14.

Week XI November 12 NO CLASS Veteran’s Day Holiday

Week XII November 19 Big History and its Critics


Deborah Cohen and Peter Mandler, “Critique of The History Manifesto,” American Historical Review 120:2 (April 2015). Available through the link above or through J-STOR or Project Muse.

Focus on the principal arguments of these works. On what does the controversy turn? Which view of history makes sense? What critiques or questions do you have about each?

Critical essay due on Guldi and Armitage and their critics.

Week XIII November 26 The Uses of Anthropology

Reading: NOTE: Read these articles in the order in which they are listed below. Although there is no critical essay required this week, make notes on the questions below and be prepared to discuss them in class.

Clifford Geertz, “Thick Description: Toward and Interpretive Theory of Culture,” in Geertz, The Interpretation of Cultures. BLACKBOARD.

Geertz, “Deep Play: Notes on the Balinese Cockfight.” BLACKBOARD.

Readings: Robert Darnton, “Workers Revolt: the Great Cat Massacre of the Rue Saint-Séverin,” in Darnton, The Great Cat Massacre and other Episodes in French Cultural History BLACKBOARD
What is “thick description?” How does Geertz use it to analyze Balinese cultural practices? Might it be useful as a historical methodology? How does Darnton use cultural history to understand a social movement? Is his analysis a sort of “thick description?”

No critical essay this week.

**Week XIV December 3 NO CLASS: WORK ON LITERATURE REVIEW. CONSULTATIONS WITH ME DURING CLASS TIME AS NEEDED.**

**December 14 Literature Review Due. No extensions granted!**