

**CUNY: THE GRADUATE CENTER
THE PH.D. PROGRAM IN HISTORY**

**HISTORY 84900 and 80900
“RESEARCH SEMINAR I”
FALL SEMESTER 2018**

Instructors:

Dr.s Naddeo and Pfeifer

Office: CCNY, NAC 5/127-D (Naddeo)

JJAY, NB 8.65.15, GC 5102—office hour, GC 5102 1:30-2:30 Wed (Pfeifer),

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Class Meetings:

T 6:30—8:30 p.m.

GC 5/?

Course Description and Learning Outcomes: The Research Seminar is a year-long course, in which students produce a substantial work of original scholarship, or a research paper of journal-article length. Research Seminar I is specifically designed to train incoming students in the practice of historical reasoning and the craft of historical research and writing. To those respective ends, in the fall semester the Seminar introduces students to the varieties of history, as well as reviews those skills and ethical practices requisite for the composition of a professional work of academic history. In Research Seminar I, students produce their research-paper proposal, in which they formulate a topic, pose a research question, identify those primary sources that will form the basis of the research paper, analyze the pertinent historical literature, propose a methodological approach, and, in light of that approach, elucidate the paper's contribution to the historical literature. The purpose of the collateral assignments and any field trips for this course is to support the process of composing that proposal, which students workshop and defend before the class at the end of the semester. Weekly readings rather introduce students to the many schools and subfields of the discipline and their methodologies, by pairing short seminal theoretical pieces with exemplary works of history. Among the many subfields, in Fall 2018 topics will include studies of class and culture, ethnicity and race, gender and sexuality, the formation of the nation and process of globalization, human rights and world citizenship, the emotions and violence, information and communication, the environment and the anthropocene. Schedules permitting, the seminar will host guest speakers from the faculty, and other metropolitan-area institutions, to speak about their methodological approaches, thematic subfields, and careers. For PhD students only.

By acquiring knowledge of a variety of theories and historical practices, students will learn to reason historically: they will have occasion to think critically about the significance of methodology for the formulation of an object of historical inquiry, a research question, and the many parameters of an historical study, from its periodization to disciplinary contribution. At the same, students gain practice in craft of historical research and writing; and by the end of the semester each should obtain a professional proposal for the research paper they will compose in the Spring.

Course Format: The *format* of this course is that of a seminar. Consequently, it is expected that everyone will regularly attend class and come well prepared to discuss the readings specifically assigned for class discussion. Likewise, regular attendance and in-class participation will be factored into final grades. In order to maintain a congenial atmosphere and productive dialogue in the classroom it is also expected that all students will seek to promote our conversation by carefully listening to one another and exchanging ideas in a collegial manner.

Requirements: To receive a grade for this class, beyond regular attendance and participation the *requirements* also include the completion of a *presentation* of the primary sources, both archival and digital, available for one's project and *three written assignments*: two 3-4 page reports on an

optional reading for oral presentation and research-paper proposal of 12-15 pages in length including title page and bibliography that employs Chicago style throughout. Please refer to the last edition of the *Chicago Manual of Style*. This class has been structured, so that students gradually write and present the discreet sections of their research-paper proposals. On the days indicated on the syllabus, class time has been allocated for students to workshop the individual sections of their research paper proposals. Therefore, students must come to class on those particular days ready to present, and with a hard copy of their work for consignment to the instructor.

Final Grades: *Final grades* will be calculated as follows: 25% for attendance and in-class participation, including the presentations, 25% for the written oral reports, and 50% for the research-paper proposal.

In general, we encourage all of you to be active participants in this class, since only our collective efforts will most vividly reconstruct the periods illustrated by our readings.

Course Readings:

Students are expected to obtain a copy of all the required readings for this course.

As a point of clarification, please note that all readings qualified by the adjective “further” are *optional*; they locate on the syllabus for your information and comprise materials for the oral reports.

Next to each of these readings we have put one of the following annotations, to indicate the place where you can procure a copy: “(e~resource),” for books that are available to the CUNY community in electronic format through the Library’s electronic catalogue, “OneSearch”; “(JSTOR),” for articles available to the CUNY community in electronic format through the Library’s subscription to the database JSTOR; “(Blackboard),” for short readings that are archived on our site; “(purchase),” for readings that are only available to the CUNY community in book format.

However, it is understood that each student will purchase books for this course according to their particular interests and financial resources, if at all. When making their purchasing decisions, each student should bear in mind that a single copy of each required reading for this class locates on reserve in Mina Rees Library, if it is not already available to the CUNY community as an electronic resource. Next to those readings you can find their call numbers, to facilitate your borrowing of those resources from the CUNY Library system, as needed; additional copies of most required physical books for this class are also available through other CUNY libraries, and they can be ordered and borrowed for much of the semester through the CLICS system, which can (usually) deliver books requested from other CUNY campuses to the GC in the course of a few business days. In any case, should you wish to acquire the books for this course please know that the following required readings are not available as electronic resources to the CUNY community through the Library system, and, therefore, will have to be acquired and consulted in book format one way or the other.

Course Topics Outline

Week One. Introduction.

Tuesday, 28 August: An introduction to the course, professional ethics, and historical craft.

Reading: Articles by Joanne Meyerowitz, et al. on the ethical crisis in History, plagiarism, etc., *Journal of American History*, Vol. 90, no. 4 (March 2004), 1325-1357. (J-STOR)

Week Two. NYC Resources: Library Orientation(s). TOURS!

Tuesday, 4 September. GC Library Orientation with History Librarian Stephen Klein. History Lounge, Rm. 5114. Subsequent class time re-assigned for meetings with instructor.

Assignment: Take NYPL Library tour. Begin to identify sources.

Check Blackboard and GC email for an announcement regarding library tour(s).

Week Three. NYC Resources: Collections of Primary Sources. PRESENTATIONS DUE!

Tuesday, 25 September. NYC Resources Day. Presentations!

Presentations Topic: Prepare a fifteen-minute presentation on the sources available for your project, both archival and digital, through local institutions. Visit and assess the holdings of at least one local institution and GC databases for your project, and write a description and evaluation of your findings for presentation to the class. Presentations due in class.

Week Four. “Studies of Class and Culture: Marxism, Anthropology and History.”

Tuesday, 2 October.

Theory: Karl Marx, *The Communist Manifesto*, London: Pluto Press, 2008, part one, entire. (CUNY e~resource) [HX39.5 .A5213 1998] **AND**

Clifford Geertz, “Deep Play: Notes on a Balinese Cockfight,” in *Daedalus* Vol. 134, No. 4, (Fall 2005), 56-86 [reprint of 1972 article] (JSTOR) and reprinted in Idem, *The Interpretation of Cultures*. [GN315.G36]

Historiography (optional): Georges Lefebvre, *The Coming of the French Revolution*, chs. 3-7 and 9-12. (purchase) [DC163.L4515].

Robert Darnton, “The Great Cat Massacre,” In Idem, *The Great Cat Massacre*. [CUNY e~resource].

Eugene Genovese, *Roll, Jordan, Roll: The World the Slaves Made*, Part. 1 [E443 .G46]

Dylan Penningroth, *The Claims of Kinfolk: African-American Property and Community in the Nineteenth-Century South*, Intro-ch.1. [CUNY e~resource]

Further Historiography: Walter Johnson’s critique of Genovese’s *Roll, Jordan, Roll*: “A Nettlesome Classic Turns 25”, *Common-Place*, Vol. 1, no. 4 (July 2001), available at <http://www.common-place-archives.org/vol-01/no-04/reviews/johnson.shtml>

Week Five. “Studies of Nation, Ethnicity and Race: Theory and History.”

Tuesday, 9 October.

Theory: Benedict Anderson, *Imagined Communities*, “Intro” and chs. 1-3. [CUNY e~resource] [JC311 .A656 1991].

Etienne Balibar, *Race, Nation, Class*, ch. 1. [CUNY e~resource]

Barbara Fields, “Ideology and Race in American History,” in *Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward*. Ed. Morgan J. Koussar and James McPherson (New York: Oxford University Press, 1982, 143-177). [F 215 .R43 1982] (Blackboard)

Further Theory (Optional): Rogers Brubaker, "Ethnicity without Groups," in Idem, *Ethnicity without Groups*. (Blackboard) [GN495.6 B77 2004]
Barbara Fields, J. "Whiteness, Racism, and Identity," *International Labor and Working-Class History*, no. 60 (2001): 48-56. [JSTOR]

Historiography (Optional): David Bell, *The Cult of the Nation in France*, "Introduction," chs. 1 and 6. (CUNY e~resource) [DC121.3 .B45 2001]
Andrew Curran, "Rethinking Race History," *History and Theory* 48 (October 2009), 151-179. (JSTOR)
David Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class* (1991; reprint, Verso, 1999), Chs. 2, 7, 8 [HD 4903.5 .U58 R64 1999]

Week Six. "Studies of Gender and Sex: Gender Theory and History."

Tuesday, 16 October.

Theory: Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (December 1986), pp. 1053-75. [JSTOR] **AND**
Foucault, *History of Sexuality*, vol. 1, part 1: "We Other Victorians" and part 2: "The Repressive Hypothesis." (purchase) [HQ12 .F6813 1980]

Further Theory (Optional): Donna Haraway, "A Cyborg Manifesto" in *Simians, Cyborgs and Women: The Reinvention of Nature*. [GN365.9 .H37 1991]
Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, esp. part one: "Subjects of Sex/Gender/Desire." [CUNY e~resource]
Joan Wallach Scott, "Gender: Still a Useful Category of Analysis?" *Diogenes* (2010).
journals.sagepub.com/doi/abs/10.1177/0392192110369316.
Sumi Cho, Kimberlé Williams Crenshaw, and Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs: Journal Of Women In Culture & Society* 38, no. 4 (Summer 2013): 785-810. [JSTOR]

Historiography (Optional): Suzanne Desan, *The Family on Trial in Revolutionary France*. [CUNY e~resource]
Linda Kerber "The Republican Mother: Women and the Enlightenment-An American Perspective." *American Quarterly* 28, no. 2 (1976): 187-205. [JSTOR]

Week Seven. "Studies of Globalization, Transnationalism, and Post-Colonialism: Historical Sociology and History."

Tuesday, 24 October.

Theory: Immanuel Wallerstein, *The Modern World System*, vol. III, SKIM chs. 2-3. [CUNY e~resource] **OR**
Saskia Sassen, *Globalization and its Discontents: Essays on the New Mobility of People and Things*, chs. 2-3. [Blackboard; HF 1359 S277 1998] **AND**
Gayatri Spivak, "Can the Subaltern Speak?" In *Can the Subaltern Speak? Reflections on the History of an Idea*, ed. By Rosalind Morris. [JV51 .C28 2010] **OR** In Spivak, *A Critique of Postcolonial Reason*. [JV 51 .S58 1999]

Further Theory (Optional): Frantz Fanon, *The Wretched of the Earth* (1952), Chs. 1, 5 [DT33 .F313 2004]
Dipesh Chakabarty, *Provincializing Europe*, Intro-ch.1. [CUNY e~resource]
Arjun Appadurai, *Modernity at Large*. [CUNY e~resource]

Historiography (Optional): Kenneth Pomeranz, *The Great Divergence*, parts two and three. [HC 240 P5965 2000] (purchase)

Week Eight. Research Topics. DRAFTS OF SECTION I OF THE PROPOSAL DUE!

Tuesday, 30 October. Presentations of research topics and questions.
DRAFTS OF SECTION ONE OF THE PROPOSAL DUE IN CLASS.

Proposal Section I: Draft 2-3 page presentation of your topic, in which you clearly formulate your topic, pose a research question, and identify those primary sources that will form the basis of the research paper.

Week Nine. "Studies of Citizenship and (Transnational) Rights: Human Rights Theory and History."

Tuesday, 9 November.

Theory: Hannah Arendt, *The Origins of Totalitarianism*, chs. 8-9. [JC 481 .A62] [Blackboard]
Seyla BenHabib, "Citizens, Residents, and Aliens in a Changing World: Political Membership in the Global Era," *Social Research* 66, 3 (1999): 709—44. [ProQuest]

Further Theory (Optional): Yasemin Soysal, "Post-National Model and Membership" in Idem, *Limits of Citizenship*. [JN94.A92 S69 1994]
Saskia Sassen, "Towards Post-National and De-Nationalized Citizenship," in *The Handbook on Citizenship Studies*, ed. By Engin Isin and Bryan S. Turner. [JF801.H36 2002]

Historiography (Optional): Lynn Hunt, *Inventing Human Rights*. [JC585 .H89 2007]
Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004), Introduction, Chs, 1, 4, 7 [JV6483 .N49 2014]

Further Historiography (Optional): Samuel Moyn, *The Last Utopia: Human Rights in History*. [CUNY e--resource: ebrary]

Week Ten. "The Affects in History in a Globalizing World: Instincts, Violence and History."

Tuesday, 13 November.

Background Theory: Sigmund Freud, *Civilization and its Discontents*. (purchase) [BF173 .F682 2005]

Theory: Norbert Elias, "The History of the Concept of Civilité," "The Social Constraint Towards Self-Constraint," and "The Courtization of Warriors" in *The Civilizing Process*. [Blackboard] [CB83 .E413 2000] **OR**

Victor Turner, "Social Dramas and Ritual Metaphors," in *The Ritual Process*. [Blackboard] [GN473 .T82] **AND**

Roberta Senechal de la Roche, "Collective Violence as Social Control," *Sociological Forum*, Vol. 11, No. 1 (Mar., 1996), pp. 97-128. [J-STOR]

Further Theory (Optional): Arjun Appadurai, *Fear of Small Numbers*. [GC e--resource]
Giorgio Agamben, *State of Exception*. (ON ORDER: JF256 .A3413 2005)

Historiography (Optional): Jan Plamper, "The History of Emotions: An Interview with William Reddy, Barbara Rosenwein, and Peter Stearns" in: *History and Theory* 49, no. 2 (2010): 237-265. (JSTOR)

Natalie Zemon Davis, "The Rites of Violence" first published in *Past and Present* (JSTOR) and republished in *Society and Culture in Early Modern France*. [DC33 .D33]
Timothy Tackett, *The Coming of the Terror*. [DC183 .T26 2015]
Michael J. Pfeifer, "At the Hands of Parties Unknown?: The State of the Field of Lynching Studies," replies and rejoinder, *The Journal of American History* 101, no. 3 (December 2014), 832-860 (Blackboard)

Week Eleven. "Studies of (Transnational) Information: Information Theory and History."

Tuesday, 20 November.

Theory: Juergen Habermas, *Structural Transformation of the Public Sphere*, Part One. (HM 24 .H2713 1989)
David Weinberger, *Too Big to Know*, chs. 1-2. [CUNY e~resource]

Historiography (Optional): Robert Darnton, "An Early Information Society: News and the Media in Eighteenth-Century Paris," *American Historical Review*, v. 105 (2000): 1—35. (JSTOR)

Week Twelve. "Studies of the Globe: Environmentalism and History."

Tuesday, 27 November.

Background Theory (Optional): Rachel Carson, *Silent Spring*. [QH 545 .P4 C38 1962]
Bill McKibben, *Deep Economy*. [HD75 .M353 2008: ON ORDER]

Theory: Dipesh Chakabarty, "The Climate of History: Four Theses," in *Critical Inquiry* 35 (Winter 2009): 197-222. [JSTOR]

Historiography (Optional):

Fredrik Jonsson, *Enlightenment's Frontier*, chs. 2-4. [CUNY e~resource: ProQuest]
William Cronon, *Nature's Metropolis*, ch. 1. (F548.4 .C85 1992)

Further Historiography (Optional): Alfred Crosby, *The Columbian Exchange*. [E98 .D6 C7 2003]

Alfred Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. [GF50 .C76 1986]

Week Thirteen. Historiography Day. DRAFTS OF SECTIONS II and IV OF THE PROPOSAL DUE!

Tuesday, 4 December. Presentations of historiographical debates in student fields.
DRAFTS OF SECTIONs II and IV OF THE PROPOSAL DUE IN CLASS.

Proposal Section II: Draft a 6-8 page presentation of the historiographical debate on, or related to, your topic, in which you clearly analyze the argument of each history, identifying the significance of methodology for the formulation of an object of historical inquiry, a research question, and the many parameters of the historical study, from its periodization to selection of sources.

Proposal Section IV: Draft a 1-2-page presentation of your contribution to the historiographical debate you have reconstructed in Section II of your proposal.

Week Fourteen. PROPOSALS DUE! SECTION III ADDED TO POLISHED DRAFTS.

Tuesday, 11 December. Presentations of methodologies.

Proposal Section III: Add to the proposal a short statement of your methodology that shows awareness of its implications for your formulation of an object of historical inquiry, a research question, and the many parameters of your historical study, from its periodization to selection of sources.

*****PROPOSALS ARE DUE IN CLASS.*****