

Professor Dayo F. Gore
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Ethnic Studies –ETHN 201
Historical Methods and Archives
Thursdays 10:00am -12:50pm
Social Science Building Room 103

This course serves as an introduction to the theories and practices of history, and the ways historical scholarship is in conversation with the interdisciplinary and intersectional projects of Ethnic Studies. The course will survey a range of historical methods, archival sources, and writings styles. Much of the course will focus on critically reading historical monographs with particular attention to deciphering each of the works arguments, interpretation of primary sources, and methodological and historiographical interventions. During the course students will also become familiar with key practices of history, including formulating research questions, locating sources, and evaluating and employing archival sources as evidence. The goal of this course is to provide students with an overview of historical methods and some basic skills of historical research that can be of use to Ethnic Studies scholars.

Required Books:

Hartman, Saidiya. *Lose Your Mother: A Journey Along the Atlantic Slave Route*. Farrar, Straus, and Giroux, 2007.

McAlister, Melanie. *Epic Encounters Culture, Media, and U.S. Interests in the Middle East since 1945*. University of California Press; First edition, Revised edition, 2005.

Miles, Tiya . *The Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*. University of California Press, 2005.

Shah, Nayan. *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*. University of California Press, 2012.

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon Press, 1997.

Young, Cynthia. *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left*. Duke University Press, 2006.

All required books are available at the University Bookstore.
Unless otherwise noted all other required readings, including articles and documents, will be posted the course website (Ted) as a PDF or web link.

Course Requirements and Expectations:

In keeping with a graduate seminar format, this course emphasizes your attendance and active participation in class discussion. It is imperative that we all come to class prepared,

having thoroughly read the week's assigned reading and ready to discuss them in detail.

Class Preparation and Participation - You are expected to come to class prepared with thoughtful comments and questions. Class participation includes regular attendance and informed contributions to discussion and in-class activities. We will be reading on average a monograph a week, or its equivalent in articles. While we will spend some time considering historical events, much of the discussion will be geared toward unpacking the author's arguments, methodology and evidence. This course will also engage the broader historiographical debates and research questions that influence these works. Thus the texts should be read for the ways they engage and are in conversation with other scholarship, as well as their own historical contributions.

In Class Presentations – Each week two students, will be responsible for serving as lead discussants. The lead discussants will begin class with a brief (15-20 minutes) group presentation on the day's reading(s) that details the author's main arguments, historical methodology, and primary sources evidence. The presentation should not be a direct summary of the reading (ideally we have all read it) but rather an outline of the author's key historical interventions as well as their larger intellectual and political project. In other words, why are they writing this? What are they arguing against or for? What questions/methods/ sources animate this work? Each group must adhere to the 20-minute limit, do more than merely summarize the reading(s), and include at least two questions to serve as a starting point for the larger class discussion of the readings. Students will sign-up for presentations by the 2nd week of class.

Response Papers - The paper should briefly describe the author's main insights and then critique the author's use and interpretation of primary source evidence. The essay is to be submitted to me by email as a PDF or Word document (dgore@ucsd.edu) by 5pm on the Wednesday before the readings will be discussed in class.

Primary Archival Source Essay - Students will be expected to write a 12-15 page final paper. Ideally the archival source will be relevant to your own research interests since you will be required to draw on secondary literature to situate your source(s) and analysis. However, this is not a research paper per se, but rather an opportunity to work closely with archival sources. Your essay must center a discussion and analysis of 1 or 2 primary archival sources. You will be required to turn in a 2-page annotated bibliography, which details your primary archival source(s) as well as several secondary sources that will be useful in your reading and analyses of the primary documents. This bibliography will be *due by Friday November 30th* and the 12-15 pages double-spaced Primary Archival Source Essay will be *due on Wed., December 12th*. More details will be forthcoming.

Week 1 – September 27: Historiography and History in Theory

- "Introduction" and "Epilogue" in Georg Iggers, *Historiography in the Twentieth Century from Scientific Objectivity to the Postmodern Challenge* (1997, 2005).
- Foucault, "Nietzsche, Genealogy and History" in *The Foucault Reader*, Paul Rabinow, ed.
- Natalie Zemon Davis, "Stories and The Hunger to Know" *Yale Journal of Criticism*, 1992.

Week 2 - October 4: All You Need is an Archive !?

- Allan Megill, "Introduction: The Need for Historical Epistemology" in *Historical Knowledge, Historical Errors: A Contemporary Guide to Practice* (University of Chicago Press, 2007).
- "Introduction" and Laura Mayhall "Creating the 'Suffrage Spirit:' British Feminism and the Historical Imagination" both in *Archives Stories*, Antoinette Burton, ed. 2005.
- Anjali Arondekar, "Without A Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality*, Jan/April 2005.

Archives and Interpretation Reading:

- Seth Rosenfeld, "Man who armed Black Panthers was FBI informant, records show," Center for Investigative reporting, August 20, 2012. (Also review FBI 1-page document) <http://cironline.org/reports/man-armed-black-panthers-was-fbi-informatn-records-show-3753>
- Donna Jean Murch, "Countering Subversion: Black Panther Scholarship, Popular History, and the Richard Aoki Controversy," *Perspectives on History*, October 2012.
- Diana Fujino "Where's the evidence Aoki was FBI informant?" *San Francisco Gate*, August 22, 2012.

Week 3- October 11

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press, 1997).
- Peter Linebaugh, "All the Atlantic Mountains Shook," *Labour/ Le Travail*, Autumn 1982.

Week 4 - October 18

Tiya Miles, *The Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (University of California Press, 2005).

Week 5 - October 25

Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West* (University of California Press, 2012).

Week 6 - November 1 - A Long Movement: Tracing a Revisionist Scholarship

- Robin Kelley, "We Are Not What We Seem: Rethinking Working Class Opposition in the Jim Crow South," *Journal of American History*, 1993.
- Timothy Tyson, "Robert F. Williams, 'Black Power,' and the Roots of the African American Freedom Struggle," *Journal of American History*, 1998.
- Jeanne Theoharis, "Introduction," *Freedom North*, 2003.
- Ruth Feldstein, "I Don't Trust You Anymore: Nina Simone, Culture and Black Activism in the 1960s," *Journal of American History*, 2005.
- Ian Rocksborough-Smith "Filling the Gap": Intergenerational Black Radicalism and the Popular Front Ideals of Freedomways Magazine's Early Years," *Afro- Americans in New York Life and History*, 2009.
- Sherie M. Randolph, "'Women's Liberation ...or Black Liberation, You're Fighting the Same Enemies' Florynce Kennedy, Black Power and Feminism," *Want to Start a Revolution*, 2009.

Week 7 - November 8

Melanie McAlister, *Epic Encounters Culture, Media, and U.S. Interests in the Middle East since 1945* (University of California Press; First Edition, Revised edition, 2005).

Week 8 – November 15

Class will meet in 2nd /Main floor conference room in Geisel Library for an introduction to the Mandeville Special Collections Library, with Heather Smedberg.

Work on Finding Primary Historical Archive Source

November 22 – No Class Thanks Giving Break**Week 9 – November 29**

- Cynthia Young, *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left* (Duke University Press, 2006).

- Robert Self, "'To Plan our Liberation:' Black Power and the Politics of Place in Oakland, Californian, 1965-1977," *Journal of Urban History*, 2000.

- Anne Enke, "Smuggling Sex Through the Gates: Race, Sexuality, and Contested Space in - Second Wave Feminism," *American Quarterly*, December 2003.

Week 10 – December 6

Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route* (Farrar, Straus, and Giroux, 2007).