

HIST 500

Historical Theory and Method

Fall 2020 • Monday 2:30-5:30

Course Description

This course introduces students to some of the most important trends and works that have shaped the modern writing, theory, and method of historical study. The goal is to give students the tools they need to both trace changes in theory and methods over the twentieth century, but also familiarize them with more modern activist, experimental, and intersectional histories, thus replacing some canonical works with more recent (and perhaps less time-tested) works by women, people of color, and sexual minorities. By the end of the course, students will have read a balance of classic historical works and will also be exposed to some examples of truly good writing from the last few years.

There is no one way to teach a historiography class; each course becomes an idiosyncratic reading list highly dependent on the formation and views of the given instructor. To the best of my abilities, I have tried to assign a combination of what I consider some of “the greatest hits” in twentieth century historical writing, but I have also consciously (and unapologetically) excluded some texts that other scholars might consider foundational. I have strived to give this list no geographic preference, but again, there are significant gaps and the readings tend to speak to my own expertise and interests, with echoes of the classes I took as a graduate student myself. Down the road many of you will likely have an opportunity to teach this course yourselves, and I expect your versions will hybridize and evolve in much the same way.

Books and Readings

As a graduate class, you are expected to track down assigned readings yourself. Coordinate amongst yourselves if need be, but plan early to request books on ILL or buy them. For readings I have marked as PDFs, I will post these to Canvas. I don’t expect you to purchase most of these books, but you may want to look for cheap used copies for yourselves in order to start building your own library, which will become your tools of the trade. I started buying a few books here and there for all my classes in grad school, and now, ten years out, I have over a thousand.

Here are the books of which you will be reading all or many parts:

Sarah Maza, *Thinking about History* (Chicago: University of Chicago Press, 2017) ISBN: 978-0226109336

Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II, Vol. I*, trans. Siân Reynolds (Berkeley: University of California Press, 1996). ISBN: 978-0520203082

- Inga Clendinnen, *Ambivalent Conquests: Maya and Spaniard in the Yucatan, 1517-1570*, second edition (Cambridge: Cambridge University Press, 2003). ISBN: 978-0521527316
- Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, MA: Harvard University Press, 1983). ISBN: 978-0674766914
- Michel Foucault, *Discipline and Punish: The Birth of the Prison*, second revised edition, trans. by Alan Sheridan (New York: Vintage Books, 1995). ISBN: 978-0679752554
- Lyndal Roper, *Oedipus and the Devil: Witchcraft, Sexuality, and Religion in Early Modern Europe* (New York: Routledge, 1994). ISBN: 978-0415105811
- Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016). ISBN: 978-0812224184
- Julio Capó Jr., *Welcome to Fairyland: Queer Miami before 1940* (Chapel Hill: University of North Carolina Press, 2017). ISBN: 978-1469635200
- Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait* (New York: Norton, 2019). ISBN: 978-0393635164
- Kate Brown, *Dispatches from Dystopia: Histories of Places not yet Forgotten* (Chicago: University of Chicago, 2015). ISBN: 978-0226242798
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995). ISBN: 978-0807080535.

Assessment

- **Presentations** (20%) You will present and lead discussion on two days of readings during the semester. I will be available beforehand if you want to run ideas by me first.
- **Participation** (20%) Participation during class discussion.
- **Short Writing Assignments** (30%) Two 5-page essays, instructions below.
- **Final Paper** (30%) A final 10-page historiography review, on a topic of your choice selected in consultation with the instructor.

Writing Assignments

- **First paper:** a five-page essay reviewing the evolution of a historical journal of your choice. Between its first and most recent decades of publication, did the journal change radically in the sort of articles it published? Consider also the following questions: Do you notice any cyclical trends? Are certain kinds of authors more or less represented over time? Have certain topics fallen out of favor? Has the journal experimented with different kinds of forums or presentation of material?
- **Second paper:** a five-page essay evaluating three book reviews of an academic monograph. The monograph must be approved by me first, and should not be something you are reading for a different class (but you can include it in your final historiography paper). What criteria is each reviewer using to evaluate the book? What do we learn about the book from each review? In what places does humor work, and by contrast, were there any critiques you felt were out of line? What can we learn about the reviewer's own approach to history? Do you see evidence of their political, philosophical, cultural,

religious, or ethical viewpoints? These questions are just ideas of where to begin; you may take this essay where you want.

- **Final historiography paper:** A 10-page literature review of approximately 8 books within a chosen subfield or topical area of history. This must not replicate work you are completing for a different class. An effective review essay provides a survey of the field, tracing changes in methodologies, theories, and types of evidence used to study a particular historical problem, through a survey of the most *significant* books in a given subarea. It should cover the main arguments of each book, but more importantly, it should show how the books come together to define the field at a given moment or span of years. You should identify lacunae in evidence and perspective, as well as strengths in approach. At the end of your review you should discuss where new research in the area might be heading, or point to areas that may be open for further research or require revisions following further developments in the field (or in society).

Course Policies

- All papers shall be turned in electronically as Word documents only on Canvas. No other file types will be permitted.
- All papers must use Chicago style citation. I will distribute a “Footnotes made easy” handout. Papers that do not use Chicago style will be returned to the author to be rewritten and will drop a grade.
- All extensions on work must be arranged before the due date. Any other late work will drop a +/- each day it is late.
- I strongly discourage using eBooks or having your computer open in class. I have found they hamper discussion, and it is much harder to flip around to find places in the text you wish to discuss.

Tips for Success

- Request all your books NOW! Are you reading this syllabus before the semester has begun? Good. Go online to the library and to ILL and request ALL of these books right this minute.
- I recommend printing out all your articles and bringing them to class. If you own your books, gloss them or fill them up with little sticky notes so you can quickly refer to pages in our in-class discussions.
- Discussion leaders should print out handouts with questions for the entire class.

Covid-19 (and other illnesses)

- If you are feeling the tiniest bit sick, or have been around people who have been sick (even if they have not been tested), please do not come to campus.

- Masks will be worn in class by the instructor and students. We will practice social distancing in and outside of class, and meet for class outside whenever possible.
- We will all abide by current campus and PA department of health guidelines on social distancing and mask wearing. If you are unwilling to do this, I will ask you to leave the class for the health and safety of the rest of the students.
- On the first day of class, we will collectively compile some Covid expectations for one another so that everyone has input on how to feel safe in class and recourse if something changes.
- We will also serve as “pandemic buddies” for one another. If you are sick and can’t come to class, your peers will coordinate to drop off books and other necessities at your house. You will do the same for them.
- If you get sick, or must quarantine or isolate, I will arrange for you to participate in class remotely, within reason and as the situation allows.
- Please be considerate about asking for accommodations and consider the safety and ethical considerations for me to have to be present in person for part of the class, while also facilitating the same experience for those who do not feel safe being in class in person.

Academic Integrity

Students are required to abide by the University’s policies on academic integrity.

Cheating and plagiarism are serious, and they rarely go uncaught. It’s not worth it to risk your academic and professional careers, so don’t even think about trying it. If you have any questions about how to properly use sources and cite references, I will be more than happy to help you.

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Disability Accommodation

Penn State welcomes students with disabilities into the University’s educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit

<http://equity.psu.edu/sdr/>. In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines at <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and Special Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Equity/ Bias Reporting

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage <http://equity.psu.edu/reportbias/>.

Changes to the Syllabus

The professor reserves the right to make alterations to the syllabus throughout the semester. Students will be given ample notification should any changes be made.

Course Calendar

Aug. 24: Introduction: History of Histories

Short selections of Herodotus, *The Histories*; Thucydides, *The Peloponnesian War*; Sister Riccoboni, *Necrology of Corpus Domini*; *Eirik's Saga*; Lorenzo Valla, *The Donation of Constantine*; and medieval annals (all in a PDF).

Anthony Grafton, "The Footnote from De Thou to Ranke," in *History and Theory* 33, n.4 (1994): 53-76.

Aug. 31: Who Makes History?

Sarah Maza, *Thinking about History* (Chicago: University of Chicago Press, 2017), chps. 1-5.

Donica Belisle and Kiera Mitchell, "Mary Quayle Innis: Faculty Wives' Contributions and the Making of Academic Celebrity," in *The Canadian Historical Review* 99, n.3 (2018): 456-486.

Emily Callaci, "History Unclassified: On Acknowledgments," in *The American Historical Review* 125, n.1 (2020): 126-131.

Recommended:

John Tosh, *The Pursuit of History*, sixth edition (New York: Routledge, 2015).

Edward Hallett Carr, *What is History?* (New York: Vintage Books, 1961).

Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (New York: Cambridge University Press, 1990).

Hayden White, *The Content of the Form: Narrative Discourse and Historical Representation* (Baltimore: The Johns Hopkins University Press, 1987).

Sept. 7: Working History and Class Formation

Selections from Karl Marx and Friedrich Engels, "Wage Labour and Capital" and "The Coming Upheaval" in *The Marx-Engels Reader*, second edition, ed. Robert C. Tucker, 203-218 (New York: Norton, 1978) (PDF)

E.P. Thompson, *The Making of the English Working Class*, revised reprint (New York: Vintage Books, 1966), preface only (PDF).

E.P. Thompson, "Time, work, discipline, and industrial capitalism," in *Past and Present* 38 (1967): 57-96.

Robin Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1994), pp. 3-34 (PDF).

Recommended:

E.P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century," in *Past and Present* 50 (1971): 76-131.

Anna Clark, *The Struggle for the Breeches: Gender and the Making of the British Working Class* (Berkeley and Los Angeles, 1995)

Peter Linenbaugh, *London Hanged: Crime and Civil Society in the Eighteenth Century* (London: Verso Books, 2003).

Eric Hobsbawm, *Bandits*, revised edition (New York: The New Press, 2000).

Sept. 14: Braudel and the Annales School

Peter Burke, *The French Historical Revolution: The Annales School 1929-1989* (Stanford: Stanford University Press, 1990), pp. 12-64 (PDF).

Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II, Vol. I*, trans. Siân Reynolds (Berkeley: University of California Press, 1996), Table of Contents; all prefaces; chapters 1 and 2.

Recommended:

Fernand Braudel, "History and the Social Sciences: The Longue Durée", in *The Varieties of History*, revised edition, ed. by Fritz Stern, 403-29 (New York: Vintage Books, 1972).

Special Issue on Braudel in *The Journal of Modern History* 44, n.4 (1972), especially Fernand Braudel, "Personal Testimony," 448-467.

Sept. 21: Meaning Making and the Use of Anthropology

Inga Clendinnen, *Ambivalent Conquests: Maya and Spaniard in the Yucatan, 1517-1570*, second edition (Cambridge: Cambridge University Press, 2003).

Sherry B. Ortner, "Resistance and the Problem of Ethnographic Refusal," in *Comparative Studies in Society and History* 37 n.1 (1995): 173-93.

Recommended:

Inga Clendinnen, "The Cost of Courage in Aztec Society," in *Past and Present* 107 (1985): 44-89.

William H. Sewell Jr., *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005).

Eric Wolf, *Europe and the People without a History* (Berkeley: University of California Press, 1982).

Ramón A. Gutiérrez, *When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846* (Stanford: Stanford University Press, 1991).

Alyssa Mt. Pleasant, Caroline Wigginton, and Kelly Wisecup, "Materials and Methods in Native American and Indigenous Studies: Completing the Turn," in *The William and Mary Quarterly* 75, n.2 (2014): 207-236.

Julie Cruikshank, *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination* (Vancouver: University of British Columbia Press, 2016).

Ann Laura Stoler and Frederick Cooper, "Between Metropole and Colony: Rethinking a Research Agenda," in *Tensions of Empire: Colonial Cultures in a Metropole World*, ed. by Ann Laura Stoler and Frederick Cooper (Berkeley: University of California Press, 1997).

Frank Salomon, "Unethnical Ethnohistory: On Peruvian Peasant Historiography and Ideas of Autonomy," in *Ethnohistory* 49, n.3 (2002): 475-506.

Sept. 28: The Microhistory

Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, MA: Harvard University Press, 1983).

"Forum on the *Return of Martin Guerre*," in *The American Historical Review* 93, n.3 (1988) (challenge and response)

Recommended:

Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in *The Interpretation of Cultures*, new revised edition with a preface by Robert Darnton (New York: Basic Books, 2017).

Natalie Zemon Davis, "The Rites of Violence," in *Society and Culture in Early Modern France*, ed. by Natalie Zemon Davis, 152-188 (Stanford: Stanford University Press, 1965).

Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*, trans. John and Ann Tedeschi (Baltimore: The Johns Hopkins University Press, 1980).

Carlo Ginzburg, "The Inquisitor as Anthropologist" in *Clues, Myth, and Historical Method*, trans. John and Ann Tedeschi, 156-164 (Baltimore: The Johns Hopkins University Press, 1989).

Edward Muir, "Introduction: Observing Trifles," in *Microhistory and the Lost Peoples of Europe*, ed. by Edward Muir and Guido Ruggiero, vii-xxviii (Baltimore: The Johns Hopkins University Press, 1991)

Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*, new edition (Paris: George Braziller, 2008).

Robert Darnton, *The Great Cat Massacre* (New York: Basic Books, 1984)

Mark Pegg, *The Corruption of Angels: The Great Inquisition of 1245-1246* (Princeton, NJ: Princeton University Press, 2005).

FIRST PAPER DUE, Friday Oct. 2 by midnight.

Oct. 5: Discourse and the Power of Ideas

Michel Foucault, *Discipline and Punish: The Birth of the Prison*, second revised edition (New York: Vintage Books, 1995).

Quentin Skinner, "Meaning and Understanding in the History of Ideas," in *History and Theory* 8, n.1 (1969): 3-53.

Recommended:

Clifford Geertz, "On Foucault," in *Life Among the Anthros and Other Essays*, ed. by Clifford Geertz and Fred Inglis (Princeton: Princeton University Press, 2012).

Michel Foucault, *Les mots et les choses* (Paris: Gallimard, 1966). (Translated as *The Order of Things*, trans. by Alan Sheridan (New York: Vintage, 1973).

Michel Foucault, *L'archéologie du savoir* (Paris: Gallimard, 1969). (Translated as *The Archaeology of Knowledge*, trans. by Allan Sheridan (New York: Harper and Row, 1972).

Michel Foucault, *Histoire de la sexualité*, 3 volumes (Paris: Gallimard, 1976). (Translated as *History of Sexuality*, 3 volumes, trans. by Robert Hurley (New York: Pantheon Books, 1978).

Oct. 12: History of the Body

Lyndal Roper, *Oedipus and the Devil: Witchcraft, Sexuality, and Religion in Early Modern Europe* (New York: Routledge, 1994).

Caroline Walker Bynum, "Why all the Fuss about the Body? A Medievalist's Perspective," in *Critical Inquiry* 22, n.1 (1995): 1-33.

Recommended:

Roy Porter, "History of the Body Reconsidered," in *New Perspectives on Historical Writing: Second Edition*, ed. Peter Burke, 233-260 (Cambridge: Polity Press, 2001).

Lyndal Roper, *Witch Craze: Terror and Fantasy in Baroque Germany* (New Haven, CT: Yale University Press, 2006).

Caroline Walker Bynum, *Holy Feast Holy Fast: The Religious Significance of Food to Medieval Women*, new revised edition (Berkeley: University of California Press, 1988).

Caroline Walker Bynum, *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* (New York: Zone Books, 1995).

Katharine Park, "The Criminal and the Saintly Body: Autopsy and Dissection in Renaissance Italy," in *Renaissance Quarterly* 47, n.1 (1994): 1-33.

Michel de Certeau, *The Possession at Loudun*, trans. Michael Smith (Chicago: University of Chicago Press, 2000).

Peter Brown, *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity* (New York: Columbia University Press, 1988).

Esther Cohen, "The Animated Pain of the Body," in *The American Historical Review* 105, n.1 (2000): 36-68

Rebecca Earle, *The Body of the Conquistador: Food, Race, and the Colonial Experience in Spanish America, 1492-1700* (Cambridge: Cambridge University Press, 2014).

Oct. 19: Poststructuralist to Intersectional Histories

Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016).

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, n.5 (1986): 1053-1075.

Anna Krylova, "Gender Binary and the Limits of the Poststructuralist Method," in *Gender and History* 28, n.2 (2016): 307-323.

Recommended:

Stephanie E. Smallwood, "The Politics of the Archive and History's Accountability to the Enslaved," in *History of the Present* 6, n.2 (2016): 117-132.

Evelyn Brooks Higginbotham, "African American Women's History and the Metalanguage of Race," *Signs* 17 n.2 (1992): 251-274.

Afsaneh Najmabadi, *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity* (Berkeley: University of California Press, 2005).

Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?," *Journal of Women's History*, 18, n.1 (2006), 11-21.

María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford: Stanford University Press, 2011).

Oct. 26: Identity Formation

Julio Capó Jr., *Welcome to Fairyland: Queer Miami before 1940* (Chapel Hill: University of North Carolina Press, 2017).

Recommended:

Gary Ferguson, *Same Sex Marriage in Renaissance Rome: Sexuality, Identity, and Community in Early Modern Europe* (Ithaca, NY: Cornell University Press, 2016).

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994).

Amy Sueyoshi, *Discriminating Sex: White Leisure and the Making of the American "Oriental"* (Urbana, IL: University of Illinois Press, 2018).

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

Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (New York: Columbia University Press, 1997).

Nov. 2: Environmental and Ecological History

Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait* (New York: Norton, 2019).

Recommended:

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: Norton, 1992).

William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78:4 (March 1992): 1347-1376.

Richard White, *Organic Machine: The Remaking of the Columbia River* (New York: Hill and Wang, 1985).

Connie Y. Chiang, *Nature Behind Barbed Wire: An Environmental History of the Japanese American Incarceration* (Oxford: Oxford University Press, 2018).

Jared Farmer, *On Zion's Mount: Mormons, Indians, and the American Landscape* (Cambridge: Harvard University Press, 2010).

Robert Marks, *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial South China* (Cambridge: Cambridge University Press, 1998).

Faruk Tabak, *The Waning of the Mediterranean, 1550-1870: A Geohistorical Approach* (Baltimore: The Johns Hopkins University Press, 2008).

John Wing, *Roots of Empire: Forestry and State Management in Early Modern Spain, 1500-1750* (Leiden: Brill, 2015).

Nov. 9: Space, Time, Memory, and the Awareness of the Author

Kate Brown, *Dispatches from Dystopia: Histories of Places not yet Forgotten* (Chicago: University of Chicago, 2015).

Recommended:

Gabrielle Spiegel, "Memory and History: Liturgical Time and Historical Time," in *History and Theory* 41, n. 2 (2002): 149-162.

Alastair Bonnett, *Unruly Places: Lost Spaces, Secret Cities, and Other Inscrutable Geographies* (New York: Houghton Mifflin Harcourt, 2014).

Catherine Merridale, *Night of Stone: Death and Memory in Twentieth-Century Russia* (New York: Viking, 2001).

Giles Tremlett, *The Ghosts of Spain: Travels through Spain's Silent Past* (New York: Macmillan, 2006).

Maurice Halbwachs, *On Collective Memory*, ed. and trans. by Lewis A. Coser (Chicago: University of Chicago Press, 2005).

Henri Lefebvre, *The Production of Space*, trans. Donald Nicholson-Smith (New York: Wiley-Blackwell, 1992).

Nov. 16: Conclusions: The Uses and Abuses of History

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).

Recommended:

Jo Guldi and David Armitage, *History Manifesto* (Cambridge: Cambridge University Press, 2014).

AHR Exchange on the *History Manifesto* (April 2015).

SECOND PAPER DUE, Sunday Nov. 22, by midnight.

THANKSGIVING – no class all week

November 30 – December 11

No class. Work on final historiography papers.

Please do not return to State College from your Thanksgiving travels until January, if at all possible.

December 18

FINAL PAPERS DUE

I couldn't fit everything I wanted in this syllabus, but I wanted to pass on a few titles I would have liked to include and that nearly made it in. Maybe next year!

Oral History and Epistemology

Luise White, *Speaking with Vampires: Rumor and History in Colonial Africa* (Berkeley: California University Press, 2000).

Subversion and Control

James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (New Haven: Yale University Press, 2010).

Benedict Anderson, *Imagined Communities* (New York: Verso Books, 1983).

Postcolonial Histories

Ann Laura Stoler, *Carnal Knowledge and Imperial Control: Race and the Intimate in Colonial Rule* (Berkeley: University of California Press, 2004).

Edward Said, *Orientalism* (New York: Vintage, 1979).