

HISTORY 703: HISTORY, THEORY, AND THE GLOBAL SOUTH
UNIVERSITY OF WISCONSIN, MADISON

Professor Patrick Iber
Fall 2020 / Thursday 1:20-3:15; Humanities 1131
Office Hours: Monday 2-4pm, virtually
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The goal of this course is to think through theoretical approaches for understanding and writing history, with special attention to global perspectives and global historiography. We will consider major theoretical frameworks that have influenced the writing of history, and study both the thinkers that put forward those frameworks and examples of works that carry forward those visions. We will also be asking if grand theories need modification, change, or fall apart if uprooted from their European or North American origins. Are theories of history Eurocentric in a problematic way? What ways of understanding emerged from the “global South” (if that is a meaningful category to use), and how do they differ from theories originating in Europe? How do landmarks of historiography inspire research in new areas of the world? How does including Latin America, Asia, and Africa modify the way that we think about theoretical approaches to studying and writing? We will look at major intellectual trends, from Marxism to subaltern studies. The course will mix discussion of theory with the reading of classic works of history, helping students develop ideas about their own approaches to their work.

The primary goals of this class are to give graduate students an opportunity to

- Gain an understanding of important theoretical influences on historical writing and analysis,
- Critically evaluate the strengths and weakness of different theoretical approaches to history,
- Communicate ideas in written work and discussion according to professional standards,
- And analyze how global perspectives change our understanding of historiographical debates.

Grades

Covid grades will be determined by choosing “A” letter from a can of Campbell’s Alphabet soup
OR:

Discussion, 32%: should be active, engaged, thoughtful, and open to learning from others.

Discussion leadership, 16%: starting in week 3, I will ask one or two of you to be responsible for kicking off discussion. You should prepare a very brief introduction – on the order of a paragraph or two – saying what you think the key issues at stake are in this week, and posing an open-ended question that provides a good place for beginning the conversation. This will take some preparation and possibly coordination, if you’re not the only person involved.

Final paper, 52%: at the end of the course, students will write a paper of approximately 20 pages engaging with a theorist (or theorists) of their choosing. How might the ideas of this person be

applied to historical analysis? What sort of questions do they help answer? What does their approach leave out? You may choose to analyze historical work that uses that theorist, or you may choose to consider how you would apply the theory in your own work, or you may propose a different approach for the final paper as long as it fits within the boundaries of the class. The theorist you choose need not be one of those discussed during the class.

Don't let grades interfere with your learning.

Credits

This course counts for three credits. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

Course requirements:

This class takes place in its own moment in history: that marked by, among other things, the broad disruption to normal ways of living brought about by COVID-19. Given that reality, we can't have a standard class. But we can still have an excellent one, and I have made every effort to think about how to provide you with the best possible experience under these conditions. It also means that I will be very flexible if, for whatever reason, you are unable to meet the standard expectations. If you are not able to do a given assignment, you can create an alternative, equivalent assignment. If you fall behind (because you fall sick, for example), you can catch up on your own schedule. **THE MOST IMPORTANT THING THIS SEMESTER IS FOR YOU TO STAY HEALTHY, KEEP OTHERS HEALTHY, AND LEARN AS MUCH AS YOU CAN.** Let us, as a class, keep the focus on what matters most.

IMPORTANT MESSAGES FROM THE UNIVERSITY:

Students' rules, rights, and responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

The details of the UW-Madison Badger Pledge [can be found here](#).

UW-Madison Face Covering Guidelines

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation due to Covid-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I, will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Sep 3: Introduction to the class

Leszek Kolakowski, General Theory of Not-Gardening,
https://themonkeycage.org/2009/08/kolakowskis_general_theory_of/

“Theory, History, and Social Science,” from William H. Sewell, Jr., *Logics of History: Social Theory and Social Transformation*, 1-21; available as proquest ebook through library web site

Boaventura de Souza Santos, *The End of the Cognitive Empire*, 1-16.

Theorizing Capitalism & Development

Sep 10:

Marx and Engels: Manifesto of the Communist Party, *Marx-Engels Reader*, 469-500,
<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Karl Marx, The Eighteenth Brumaire of Louis Bonaparte, *Marx-Engels Reader*, 594-617,
<https://www.marxists.org/archive/marx/works/1852/18th-brumaire/>

José Carlos Mariátegui, *Seven Essays on Peruvian Reality*, “Outline of the Economic Evolution,” and “The Problem of the Indian,” 3-30, PDF will be provided

Sep 17:

Walter Rodney, *How Europe Underdeveloped Africa*, introduction, chapter 1, 4-6

Sep 24:

Karl Polanyi, *The Great Transformation*, pp. xviii-xxxviii, 71-89

Sven Beckert, *Empire of Cotton*, introduction, chapters 1-4, & 10, pages ix-97, 274-311

Theorizing Nation and Archive

Oct 1:

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed., London: Verso, 1991, pp. 1-9, 37-82.

Claudio Lomintz, "Nationalism as a Practical System: Benedict Anderson's Theory of Nationalism from the Vantage Point of Spanish America," pp. 329-359 from *The Other Mirror: Grand Theory through the Lens of Latin America*, Miguel Angel Centeno and Fernando López-Alves, eds., Princeton: Princeton University Press, 2001.

Prasenjit Duara, "Transnationalism and the Challenge to National Histories" in Thomas Bender, ed. *Re-thinking American History in the Global Age*

Oct 8:

Thongchai Winichakul, *Siam Mapped: A History of the Geo-Body of a Nation*, pp. 128-175

Gloria Anzaldúa, *Borderlands/La Frontera* [selections]

Oct 15:

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

Hayden White, "Historical Emplotment and the Problem of Truth," pp. 37-53 from *Probing the Limits of Representation*, ed. Saul Friedlander, Cambridge: Harvard University Press, 1992.

Theorizing Gender

Oct 22:

Joan Scott, *Gender and the Politics of History*, 15-50, 68-90

Oyèrónké Oyèwùmí. *The Invention of Women: Making an African Sense of Western Gender Discourses* (University of Minnesota Press, 1997). ix-xviii, 31-79.

AND

Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review* 43, 6 (July 1991): 1241-1299.

OR

Finn Enke, *Transfeminist Perspectives in and Beyond*, pp. 1-15

OR

Any chapter of *Sexuality and the Unnatural in Colonial Latin America*, edited by Zeb Tortorici, University of California Press, 2016.

Theorizing Race

October 29:

Barbara Fields, "Ideology and Race in American History," from *Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward*, edited by J. Morgan Kousser and James M. McPherson. New York: Oxford University Press, 1982, pp. 143-177.

Ann Twinam, *Purchasing Whiteness: Pardos, Mulattos, and the Quest for Social Mobility in the Spanish Indies*, Stanford University Press, 2015, 3-78, 237-296

Theorizing Domination

November 5: Subaltern Studies

Ranajit Guha, "The Prose of Counter-Insurgency" in Ranajit Guha and Gayatri Chakravarty Spivak, eds., *Selected Subaltern Studies*, 45-86

OR

Gayatri Spivak, "Can the Subaltern Speak?" in C. Nelson and L. Grossberg (eds.), *Marxism and the Interpretation of Culture*, 1988, pp. 271-313

IN EITHER CASE READ

Florencia Mallon, *Peasant and Nation*, p. 1-22, 137-246, available through library website

November 12: Foucault

Michel Foucault, *Discipline and Punish*, pp. 3-69, 195-228

AND

Paulo Drinot, "Foucault in the Land of the Incas: Sovereignty and Governmentality in Neoliberal Peru," from *Peru in Theory*, 167-189.

OR

Bernard Harcourt, *The Illusion of Free Markets: Punishment and the Myth of Natural Order*, pp. 1-77

Microhistory

November 19:

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

OR

Luis González y González, *Pueblo en Vilo: microhistoria de San José de Gracia* or in English as *San José de Gracia: Mexican Village in Transition*, Austin: University of Texas Press, 1974.

OR another microhistory of your choosing.

Nov 26: THANKSGIVING

Where have we been, where are we going?

Dec 3:

William Sewell, “The Political Unconscious of Social and Cultural History, or, Confessions of a Former Quantitative Historian,” from *Logics of History*, 22-80, available through the library web site via proquest ebooks

Stuart Hall, chapter from “Cultural Studies 1983” by *Domination and Hegemony*, pp. 155-179 or *Culture, Resistance, and Struggle*, 180-206.

Dec 10: writing