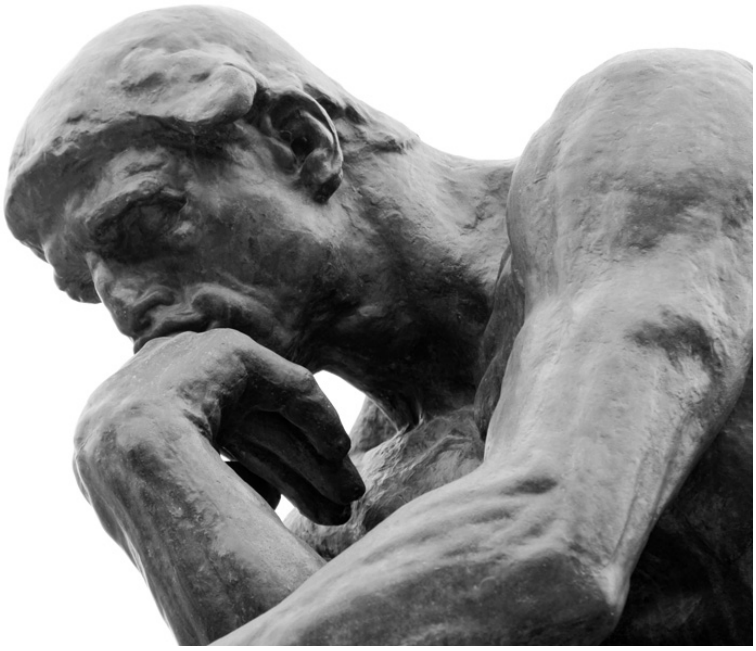
History 97b, "What is Intellectual History?" DRAFT 10/14/15
Harvard University, Spring 2016

Instructor: Prof. Andrew Jewett
Email: ajewett@fas.harvard.edu
Office hours: **TBA**
Office: Robinson 210

TFs: Sam Klug (klug@fas.harvard.edu), Rachel Steely (rsteely@fas.harvard.edu)



Intellectual historians study almost every period, place, and theme in human history, from classical times to the present, from Asia to the Americas, by examining philosophy and religion, social and political thought, literature and art, and other expressions of human agency and intention that range from ancient epics to graphic novels. This course will draw examples from a wide range of moments and regions to ask how intellectual history has developed as a field, what methods it uses, and how it can be distinguished from other forms of history even as it informs debates of interest to all historians.

Purpose of the course

History 97 or Sophomore Tutorial is the only course required of all History concentrators and is designed as an introduction to the discipline and the Department, though many students in it will already have taken a History course or two (typically a lecture course or a freshman seminar). It is offered only in spring and sophomore concentrators must take

it that year, although the course always accepts some juniors and the occasional senior who entered the concentration late. As space allows we have also let in non-concentrators who are considering concentrating in History or planning to take a secondary field in History. In spring 2016 we will run 5 parallel seminars of up to 16 students each. In spring 2016 we are experimenting with a three-hour time slot for the course. In each of four units of three weeks, the first two weeks will meet as a full seminar, during which instructors are encouraged to use the extra time for hands-on activities or practicing important skills, and a short break with opportunities for informal socializing. During the third week of each unit the course will meet in two back-to-back tutorial sessions of 90 minutes each, to peer-review the papers of the four members of each tutorial (allowing 20 minutes apiece, plus a little time for intro, transitions, and wrap-up).

The new History 97 (which was first taught in Spring 2014) consists of a series of faculty-led seminars that are formulated thematically and have separate but parallel reading and writing assignments and course websites (History 97a, 97b, etc.). In its treatment of its theme we hope that each syllabus will range beyond a single time-place and include some non-Western, pre-modern, and modern elements. History 97 is designed to be a shared experience that will equip students with a basic familiarity with the skills required for successful writing and research in history. The course seeks especially to develop in students these skills, which are at the core of work in history and transferable to many other activities:
- Speaking in discussion
- Reading a secondary source for its argument
- Searching for and evaluating relevant secondary sources
- Constructing a historical argument (e.g., engaging with historiography)
- Constructing an evidence-based argument (e.g., adducing primary sources)
- Writing with footnotes
- Close-reading a primary source
- Making an oral presentation with visuals
- Articulating constructive criticism
- Revising a piece of writing based on feedback from instructors and peers

Course requirements

All papers (except the final submission of the final paper) are due at 5:00 pm two days before the course meets, i.e., on Mondays at 5:00 pm. Papers must be submitted using the course website dropbox.

- Paper #1 (on Farge, 1500 words, 10% of course grade) due Monday, February 8, at 5:00 pm
- Revised paper #1 due Monday, February 15, at 5:00 pm
- Paper #2 (historiographical essay, 1500 words, 10% of course grade) due Monday, February 29, at 5:00 pm
- Revised paper #2 due Monday, March 7, at 5:00 pm

- Statement of topic and annotated bibliography for final paper due Monday, March 28, at 5:00 pm [Note that this exercise, along with the thesis statement/outline and rough draft described below, will be assigned advisory grades that indicate what a grade for the final paper might be, based on the quality of these exercises. These grades are intended as advice—please take them seriously!]
- Paper #3 (primary source analysis, 1500 words, 10% of course grade) due Monday, April 4, at 5:00 pm [no revision, builds toward final paper]
- Thesis statement and outline for final paper (advisory grade) due Monday, April 11, at 5:00 pm
- Rough draft of paper #4 (final paper, 3500 words, advisory grade) due Monday, April 18, at 5:00 pm
- Revised draft of paper #4 (30% of course grade) due Wednesday, May 4 (last day of reading period), at 5:00 pm

The remaining 40% of your grade will be based on participation in seminars (20%) and tutorials (20%).

For purchase at the COOP and on reserve in Lamont:
Arlette Farge, *The Allure of the Archives* (Yale, paperback 2015)
Thomas Bender, ed., *The Antislavery Debate* (University of California, 1992)
W. E. B. Du Bois, *The Souls of Black Folk* (Penguin, 1996 [1903])

The other readings will be provided via the course website.

For course policies see the website and separate handout.

Course schedule and readings

Unit 1: The practice of history
Introducing the historical enterprise and the field of intellectual history

Week I (January 27): Seminar—What is intellectual history?
- Skills: Speaking in group discussion; understanding primary vs. secondary sources
- Reading: Peter E. Gordon, "What Is Intellectual History? A Frankly Partisan Introduction to a Frequently Misunderstood Field" (available online at http://projects.iq.harvard.edu/files/history/files/what_is_intell_history_pgordon_mar2012.pdf)

Monday, February 1, 6:00-8:00 pm (CGIS Tsai Auditorium/South Concourse): Plenary meeting
- Faculty discuss the themes of their seminars and how Farge's *The Allure of the Archives* relates to those themes

Week II (February 3): Seminar—Farge

- Skill: Reading a secondary source for argument and evidence
- Reading: Farge, *The Allure of the Archives*

Monday, February 8, 5:00 pm: Paper #1 due (1500 words, ca. 5 pp.)
Prompt: [TBD on Farge]
Skills: Using evidence, writing with footnotes

Week III (February 10): Tutorials

- Reading: Read the papers by all the other students in your tutorial and be prepared to lead the discussion of one student's paper, to which you will be assigned
- Peer review session: Discuss the meaning and purpose of revision; students learn methods of peer review and critique.

Monday, February 15, 5:00 pm: Revised paper #1 due

<u>Unit 2: Historiography</u>
Understanding successive layers of historical interpretation

Week IV (February 17): Seminar—Historiographical debate #1

- Skills: Searching for and evaluating relevant secondary sources
- Reading:
    - Keith Michael Baker, "On the Problem of the Ideological Origins of the French Revolution," in *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century* (Cambridge, 1990): 12-27
    - Roger Chartier, "Do Books Make Revolutions?" in *The Cultural Origins of the French Revolution*, trans. Lydia G. Cochrane (Duke, 1991): 67-91
    - Robert Darnton, "Do Books Cause Revolutions?" in *The Forbidden Best-Sellers of Eighteenth-Century France* (Norton, 1995): 169-216
- Short visit from library liaison Fred Burchsted

Thursday, February 18 [or thereabouts], 1:00-5:00 pm: Please come to office hours (as per signup sheet distributed in seminar) to decide on a historical theme/area of interest which will be the focus of paper #2 and ideally build toward your final paper. This is an appointment held jointly with both of your instructors.

Week V (February 24): Seminar— Historiographical debate #2

- Skills: Searching for and evaluating relevant secondary sources
- Reading:
    - Thomas Bender, ed., *The Antislavery Debate* (University of California, 1992), chapters 4-8
- Assignment: Identify and read two secondary sources of your choice—ideally, one book (okay to read in parts) and one article—on the theme you choose for

paper #2. Be prepared to offer a one- to two-minute summary of the historiographical issues involved that interest you.

Monday, February 29, 5:00 pm: Paper #2 due (1500 words, ca. 5 pp.)
Prompt: Write a historiographical essay comparing and contrasting at least two works of history on a topic of your choice
Skills: Constructing a historical argument in interaction with historiography

Week VI (March 2): Tutorials

- Reading: Read the papers by all the other students in your tutorial and be prepared to lead the discussion of one student's paper, to which you will be assigned
- Peer review session

Monday, March 7, 5:00 pm: Revised paper #2 due

Unit 3: Primary source analysis
Highlighting the range of historians' primary sources and ways of analyzing them

Week VII (March 9): **Field trip to the Harvard University Archives**

- Skill: Finding clues in the original forms and sources of a text
- Reading:
    - Harvard University Committee on the Objectives of a General Education in a Free Society, *General Education in a Free Society* (Harvard, 1945), v-xv, 36-58, 73-78
    - W. B. Carnochan, *The Battleground of the Curriculum: Liberal Education and the American Experience* (Stanford, 1993), 89-95
    - Morton Keller and Phyllis Keller, *Making Harvard Modern* (Oxford, 2007), 41-46
    - Andrew Jewett, *Science, Democracy, and the American University: From the Civil War to the Cold War* (Cambridge, 2012), 327-333
    - Kelly Ritter, *To Know Her Own History: Writing at the Woman's College, 1943–1963* (Pittsburgh, 2012), 92-115
    - Jamie Cohen-Cole, *The Open Mind: Cold War Politics and the Sciences of Human Nature* (Chicago, 2014), 13-34
- We will meet at our regular location and walk over to the Harvard University Archives reading room, where we will explore the institutional records of Harvard's Committee on the Objectives of a General Education in a Free Society (1943-1945) and its "Redbook" report of 1945.

SPRING BREAK

Week VIII (March 23): Reading *The Souls of Black Folk*

- Skill: Close reading of a primary source
- Reading:

    - W. E. B. Du Bois, *The Souls of Black Folk* (Penguin, 1996 [1903]), 1-10, 62-76
    - Edward J. Blum, *W. E. B. Du Bois: American Prophet* (University of Pennsylvania, 2007), 61-97
    - Stephanie J. Shaw, *W. E. B. Du Bois and the Souls of Black Folk* (North Carolina, 2013), 61-74
    - Jonathan Scott Holloway, "How to Read *The Souls of Black Folk* in a Post-Racial Age," in W. E. B. Du Bois, *The Souls of Black Folk* (Yale, 2015), ix-xxxii
- Final hour: Students begin in-class preparation for ten-minute presentations at capstone meeting on May 2

Monday, March 28, 5:00 pm: Statement of topic and annotated bibliography due

Week IX (March 30): Tutorials

- Reading: Read all the statements of topic and bibliographies by the students in your tutorial
- Discussion of the topics and how to build historical arguments and avoid historical fallacies

Monday, April 4, 5:00 pm: Paper #3 due (1500 words, ca. 5 pp.)
Prompt: Analyze a passage from a primary source that will be important to your final paper (there will be no peer review for this paper, which is designed to build toward the final paper)
Skill: Developing your own reading of a primary source

Unit 4: Synthesis
Merging historiographical and primary-source analyses into a historical argument

Week X (April 6): Seminar—*The Souls of Black Folk* in context

- Skill: Understanding the stakes of contextualization
- Reading:
    - Thomas C. Holt, "The Political Uses of Alienation: W. E. B. Du Bois on Politics, Race, and Culture, 1903-1940," *American Quarterly* 42, no. 2 (June 1990): 301-323
    - David Levering Lewis, *W. E. B. Du Bois, 1868-1919: Biography of a Race* (Holt, 1994), 264-294
    - Ross Posnock, "How It Feels to Be a Problem: Du Bois, Fanon, and the 'Impossible Life' of the Black Intellectual," *Critical Inquiry* 23, no. 2 (Winter 1997): 323-349
    - Manning Marable, *W. E. B. Du Bois: Black Radical Democrat* (Routledge, 2005), 21-51
- Final hour: students continue in-class preparation for capstone meeting presentations

Monday, April 11, 5:00 pm: Paper outline due

Week XI (April 13): Seminar—In-class presentations on final papers

- Skill: Oral presentation with visuals
- Assignment: Prepare a five-minute oral presentation with handouts, PowerPoint, or Prezi.
- Class devoted to five-minute presentations followed by six minutes of discussion each.

Monday, April 18, 5:00 pm: Draft final papers due (ca. 3500 words). These should integrate historiographical analysis, primary source analysis, and contextualization.

Week XII (April 20): Tutorials

- Reading: Read the drafts of your peers as assigned

Week XIII (April 27): Seminar—Wrap-up

- Students complete in-class preparation for capstone meeting presentations

Monday, May 2, 6:00-8:00 pm (CGIS Tsai Auditorium/South Concourse: Capstone event featuring shared reflections on the whole course. Students present their ten-minute skits, visual displays, etc. to the entire course.

Revised final papers due Wednesday, May 4, 5:00 pm (last day of reading period) **OR** on the earliest of the "final deadline" dates for the History 97 seminars, which should be determined by the registrar at the beginning of spring semester.