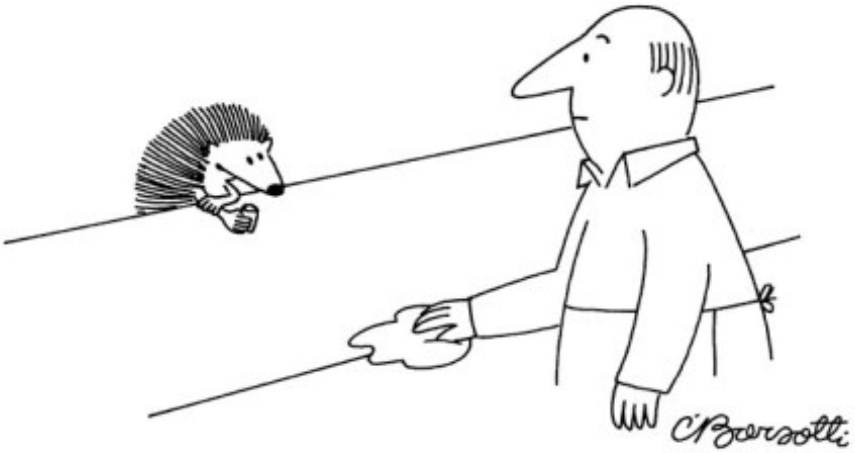
WHAT IS INTELLECTUAL HISTORY?
DRAFT

History 97b • Spring 2017
Tuesdays 1-4 pm



"They say, 'The fox knows many things, but the hedgehog knows one great thing.' Want to hear it?"

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Intellectual historians study almost every period, place, and theme in human history: from classical times to the present, from Asia to the Americas, and from cannibalism to capitalism, by way of politics, philosophy, literature, art and other expressions of human agency and intention. This section will draw examples from a 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.

The seminar will meet on Tuesdays, 1–4 pm; in weeks with tutorials, students will be divided into two groups meeting either at 1–2:30 pm or 2:30–4 pm.

Required Readings

Terrell Carver and James Farr, eds., *The Cambridge Companion to the Communist Manifesto* (Cambridge, 2015).

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 4th edn. (Chicago, 2012).

Darrin M. McMahon and Samuel Moyn, eds., *Rethinking European Intellectual History* (New York, 2014).

Richard Whatmore, *What is Intellectual History?* (Malden, MA, 2016).

Course Requirements

Paper 1: Comparing/contrasting/abstracting (1500 words)	10%
Paper 2: Historiographical discussion (1500 words)	10%
Paper 3: Primary source analysis (1500 words)	10%
Paper 4: Final paper (3500 words)	30%
Participation in seminar (20%) and in tutorial (20%)	40%

Unit 1: The Practice of History

Week 1 (Tuesday January 24) Seminar: Introduction

1. Introduction to the course and its aims
2. Introduction to tutor and sequence of activities
3. Discussion of week's readings

Kate Grandjean, "New World Tempests: Environment, Scarcity, and the Coming of the Pequot War," *The William and Mary Quarterly* 68, 1 (January 2011): 75–100.

Wendy Anne Warren, "'The Cause of Her Grief': The Rape of a Slave in Early New England," *Journal of American History* 93, 4 (March 2007): 1031–49.

Monday January 30: Plenary Meeting CGIS Tsai Auditorium, 6-8 pm

Week 2 (January 31) Seminar: What *is* Intellectual History?

Stefan Collini, Quentin Skinner, David A. Hollinger, J. G. A. Pocock and Michael Hunter, "What is Intellectual History …?," in Juliet Gardner, ed., *What Is History Today …?* (London, 1988), pp. 105–20.

Peter E. Gordon, "What Is Intellectual History? A Frankly Partisan Introduction to a Frequently Misunderstood Field" (2009): http://history.fas.harvard.edu/people/faculty/documents/pgordon-whatisintellhist.pdf

Richard Whatmore, *What is Intellectual History?* (Malden, MA, 2016).

Sunday February 5: Paper #1 (1500 words)

Write an abstract (c. 250 words) of each article by Grandjean and Warren, then write a compare-and-contrast analysis of the two pieces (c. 1000 words)

Week 3 (February 7) Tutorial

Meetings in tutorial groups for peer review discussion—please come prepared to discuss the papers submitted by your fellow tutorial members.

Sunday Feb. 12: Revised Paper #1 due (5 pm)

Unit 2: Historiography

How do historical interpretations change, accumulate, modify, return?

Week 4 (February 14) Seminar: Secondary Sources (I)

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

Darrin M. McMahon and Samuel Moyn, "Introduction: Interim Intellectual History," McMahon, "The Return of the History of Ideas?"; Peter E. Gordon, "Contextualism and Criticism in the History of Ideas"; Judith Surkis, "Of Scandals and Supplements: Relating Intellectual and Cultural History"; and David Armitage, "The International Turn in Intellectual History," in McMahon and Moyn, eds., *Rethinking European Intellectual History* (New York, 2014), pp. 3–12, 13–31, 32–55, 94–111, 232–52.

Thursday February 16 (or thereabouts):
Please come to office hours to decide on question/theme for paper #2 (historiographical), building toward your final paper.

Week 5 (February 21) Seminar: Secondary Sources (II)

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 4th edn. (Chicago, 2012).

J. G. A. Pocock, "On the Non-Revolutionary Character of Paradigms," in Pocock, *Politics, Language, and Time: Essays on Political Thought and History* (Chicago, 1989), pp. 273–91.

Peter E. Gordon, "Kuhn's Structure at Fifty: An Introduction," *Modern Intellectual History* 9, 1 (April 2012): 73–76.

Sunday Feb. 26: Paper #2 (1500 words) due (5 pm)
Historiographical paper, comparing and contrasting at least two historical works on your chosen question/theme.

Week 6 (February 28) Tutorial
Meetings in tutorial groups for peer review discussion.
Selecting primary sources for viewing at Houghton Library next week.

Sunday March 5: Revised Paper #2 due (5 pm)

Week 7 (March 7) Visit to Houghton Library

March 14: NO CLASS (Spring Break)

Unit 3: Primary Source Analysis
Highlighting how (intellectual) historians read and use primary sources

Week 8 (March 21) Seminar: Reading a Primary Source

Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848), trans. Terrell Carver, and Marx and Engels, "Manifesto of the German Communist Party" (1848),

trans. Helen Macfarlane (1850), in Terrell Carver and James Farr, eds., *The Cambridge Companion to the Communist Manifesto* (Cambridge, 2015), pp. 237–60, 261–82.

James Martin, "The Rhetoric of the *Manifesto*," and James Farr and Terence Ball, "The *Manifesto* in Political Theory: Anglophone Translations and Liberal Receptions," in Carver and Farr, eds., *The Cambridge Companion to the Communist Manifesto*, pp. 50–66, 155–74.

Sunday March 26: Statement of topic and annotated bibliography due

Week 9 (March 28): Tutorial
Discussion of topic statements and annotated bibliographies.

Sunday April 2: Paper #3 due (5 pm)
Analysis of a primary source important for your final paper

Unit 4: Synthesis
How do historians put analysis of primary sources into dialogue with historiography?

Week 10 (April 4) Seminar: Contextualizing Primary Sources

Martin Puchner, *Poetry of the Revolution: Marx, Manifestos, and the Avant-gardes* (Princeton, 2006), pp. 1– 66 ("Marx and the Manifesto").

Jürgen Herres, "Rhineland Radicals and the '48ers"; Terrell Carver, "The *Manifesto* in Marx's and Engels's Lifetimes"; Joan C. Tronto, "Hunting for Women, Haunted by Gender: The Rhetorical Limits of the *Manifesto*"; and Robbie Shilliam, "Decolonizing the *Manifesto*: Communism and the Slave Analogy," in Carver and Farr, eds., *The Cambridge Companion to the Communist Manifesto*, pp. 15–31, 67–83, 134–51, 195–213.

Sunday April 9: Outline of final paper due (5 pm)

Week 11 (April 11) Seminar
5-minute oral presentations in class of paper topics, using handouts, Powerpoint or Prezi

Sunday April 16: Draft final papers due (c. 3500 words); these should integrate historiographical analysis and earlier primary source analysis and contextualization

Week 12 (April 18): Tutorials
Peer review of paper drafts in tutorials

Week 13 (April 25): Seminar
Final wrap-up discussion; preparation for capstone event on May 1

Monday May 1: Capstone Event CGIS Tsai Auditorium, 6-8 pm

Wednesday May 3: Revised final paper due (5 pm)