I. History and Theory

A. history with a big H

1. History as Theodicy

a. Divine plan

b. Divine intervention

c. Providence

d. goal of history is end of history

2. History as Progress

a. Enlightenment

i. utopia

ii. reason and science: discovering the laws of society

b. Evolution (Scientific support of progress)

i. human and natural evolution

ii. Comte: The Law of Three Stages

c. Science and progress: dialectical materialism

i. Marx: dialectical materialism

ii. secular theodicy; goal of history (communism) is end of history (class conflict)

d. Cult of Progress

i. British Empire

ii. The Proud Tower: optimism

iii. Acton: history of subordinate people’s only relevant

as it relates to humanity.

e. Progress and American history

i. slavery to equality

ii. oppression to freedom

iii. subsistence to abundance

iv. technological development as history

B. Modern Historiography

1. Enlightenment

a. emergence of the human sciences

b. human sciences

i. what are they?

ii. history begins

c. goal of human sciences

i. early: discover laws of human behavior, interaction

ii. twentieth century: knowledge to help shape society

by conscious action

iii. history

causes of events

lessons that can be learned

predict

moral judgments?

d. method

i. empirical method and its assumptions

induction

objective reality

subject

truth: correspondence

ii. object of investigation:

historical facts

documents

2. Early modern history:

a. political history

i. leaders

ii. events

b. great men: Samuel Eliot Morrison

c. American history: wars and presidents

C. Changing history

1. Post-WWII

a. victory of freedom: global death and destruction

b. breakdown of colonialism

c. liberation movements

i. wars of national liberation

ii. domestic liberation

2. Enlightenment critiques

a. empirical metod

i. the problem with historical facts

ii. historian

personal standpoint

context

b. power

“To promote our understanding of the past in the light of the present and of the present in the light of the past.”

“Those who control the past control the present and those who control the present control the past.”

c. great man theory

“The class war in France created the social circumstances which enabled a gross mediocrity to strut about in hero’s garb.”

3. new history

a. people’s history

i. labor

ii. gender

iii. race

b. marxist history

i. class

ii labor

c. history of ideas

4. history as power

a. shaping society: who writes history, who tells the story

b. ideas as power

c. history as propaganda

I. Modern Science

A. Assumptions

1. natural world that functions according to laws

2. knowledge about this world is possible

( as opposed to opinion or dogma)

3. knowledge of natural world = power/control

over natural world (Bacon)

B. Methodology

1. observation of facts

2. objective observer (Descartes)

a. res cogitans

b. res extensa

3. development of general principles/theories

4. correspondence theory of truth

5. verification: public, reproducible, hypothesis

II. Empirical history

A. Assumptions

1. human world (society, history, economy) is like natural world.

2. knowledge is possible (as opposed to opinion or dogma)

3. knowledge of human world gives us power to shape human

destiny (Enlightenment)

B. Methodology

1. research the facts

a. archives

b. time of event

2. historian is objective (no biases)

3. correspondence theory of truth

a. reconstruct the past as it was

b. causes, actors, consequences

I. Empiricism

A. Theory of knowledge and method of inquiry

B. Empirical history is product of Enlightenment

C. Epistemology

1. mind independent past both both observable and verifiable

2. objectivity is possible

3. correspondence theory of truth

D. Methodology

1. goal: reconstructing the past as it was

2. means

a. rigorous examination of the evidence

i. evaluation and verification

ii. social context

iii. intention of authors

b. impartial

c. inductive reasoning

E. Limitations

1. documents: incomplete, class, time

2. objectivity: language, narrative, causation, motivation

3. induction: same event (Dust Bowl)

F. Example: GR Elton England Under the Tudors

1. Main points 2. Evidence 3. Impartiality

I. Marxist Historians

A. Marx’s influence: historical sociology, post-colonial

B. Marxist histories

1. history from below “people’s history”

2. empirical, biography, intellectual history

C. Marxist historians

1. Main assumptions;

a. history is history of class struggle

b. class struggle is structure of history

2. main focus: origin and development of capitalist economic

and social system

D. Marx’s secular theodicy

1. stages of history: ancient, feudal, capitalist

2. each epoch defined by relations of production

3. class is objective, position in relations of production

4. relations of production define “superstructure”

5. historical change is inevitable

a. within each epoch are seeds of destruction

b. within each epoch is “truth”

E. E. P. Thompson, “The Making of the English Working Class”

1. Reasons

a. changing relations of production

b. political: ancient regime

c. culture

I. Psychohistory

A. Def: use of psychoanalysis in understanding historical personalities, groups,

Or trends

B. Freud’s Theory

C. Erickson’s ego psychology

1. eight stages of man

2. not dependent on childhood

3. pivotal in psychbiology

D. Object relations theorists

E. Understanding group behavior

1. Reich, Mass Psychology of Fascism

2. Fromm, Escape from Freedom

f. Limits

1. explains abnormal

2. sources: evidence

I. Annales

A. Innovations

1. undermined positivist definition of fact

2. destroyed taboo on unwritten evidence

3. opened dialogue with other human sciences

4. discredited the history of events

5. “sensibility” the object of serious research

B. Febvre and Bloch: conceptual foundations

1. 3,4,5: all aspects of society part of historical realtiy

2. mentalites

C. Braudel: three layers of historical time

1. geographical time (longue duree): man and the environment( real actor)

2. duree: economic cycles, trade, population

3. ephemera of history: political and diplomatic

D. Changed: to computer modeling and statistics

E. From 1970s: to mentalities

1. reconstruct history as first person

2. avoid anachronism

F. criticism: metahistory, moderns societies change

G. Fernand Braudel The Mediterranean and the Mediterranean World During the

Reign of Philip II>

I. Historical Sociology

A. Social structures

1. institutions

2. stratification: status, class, race, gender

3. social roles

B. Social processes

1. socialization

2. industrialization

3. modernization

4. collective behavior

5. bureaucratization and rationalization

C. Comparative method

1. time

2. societies

3. unique characteristics

4. Structure vs Agency

D. What is sociology?

1. Comte

2. Classical sociologists: Marx, Weber, Durkheim

3.Focus of historical sociology

4. Weber: Protestant Ethic and the Spirit of Capitalism

5.Wallerstein

a. reasons for underdevelopment

b. WWII\_ end of colonialism-modernization theory

c. World systems theory

6. social movements

a. McAdams

b. Political Process and the Black Insurgency

7. Scopol: States and Social Revolutions: a comparative analysis

of France, Russia, and China

a. theory through comparative method

i. non-social revolutionary methods?

ii. abortive social revolutions

b. Why it ? And why not?

c. revolution at conjuncture of three developments

i. breakdown of central administration

ii. widespread peasant rebellion

iii. marginal elite political movement

8. Revoultion

a. bureaucratic structure and class relations create grievances

social strain\_ not sufficient

b. global modernization: competition, threats, war causes

breakdown of administration and military

i. Russia WWI: defeat and breakdown

ii. France structurally inefficient: government propped up elites and obstructed efforts to modernized

iii. China: ineffective bureaucracy, occupied by

II. Protestant Ethic and the Spirit of Capitalism: Max Weber

A. Subject: emergence of capitalism

B. Goal: identify causes other than economic that could account for the rise of capitalism in Europe

C. Assumptions:

1. economic explanation (Marx) not adequate because conditions

existed in other societies but no capitalism

2. “spirIt of capitalism” necessary precondition to capitalism:

a. individual rational pursuit of the accumulation of wealth

b. “this-world” asceticism

c. wealth creation that “jump-started” capitalism

D. Argument

1. Protestantism and the Protestant ethic was the unique historical

event that explains the “spirit of capitalism”

2. Protestantism created anxiety

a. eliminated the priest as mediator between the individual and god

b. substituted the justification by faith for justification by works

c. introduced idea of predestination

d. anxiety: who is saved? And would one know?

3. Sign of salvation? One’s worldly success

a. labor became a “religious vocation”

b. accumulation of wealth became an “ethical vocation”

c. but not consumption

d. accumulation and ultimately reinvestment

4. Accumulation of wealth created economic base for the emergence

of industrial based capitalist economy

III. World Systems Theory: Wallertstein

A. Subject: capitalism as a world-system rather than as a nation-state phenomenon

B. Goal: Theory that explains

1. historical “underdevelopment” of third world

2. critique of modernization theory

3. explains capitalism as world-system

C. Method

1. historical analysis of the early rise of capitalism to present

2. level of analysis: structure

D. Theory

1. Capitalism was a world system from its beginning

2. W. Europe technological, industrial advancement placed it

at the center or core of the system

3. Most countries (Asia, Africa, Latin America) were on the

periphery

4. Structural and historical relationship between core and periphery

a. Core has exploited and continues to exploit cheap labor, resources, and markets of the periphery

b. Consequence

i. “underdevelopment” of periphery

ii. no movement from core to periphery

5. Free trade agreements: another way to maintain global inequality of system

IV. Skocpol: States and Social Revolutions: A Comparative Analysis of France, Russia, and China.

A. Subject: social revolutions

1. France 1789

2. Russia 1917

3. China 1911-1948

B. Goal: develop theory that explains successful social revolutions

1. bureaucratization: rationalization and centralization of administrative

function

2. removal of landed upper class from political power

3. elimination or diminuation of economic power

4. level of analysis: structural

C. Method: historical comparative

1. successful vs non-revolutionary modernization (Japan and Germany)

2. successful vs abortive social revolutions (Prussia 1848.)

3. common characteristics of successful social revolutions

D. Theory

1. Oppression (authoritarian political system, class relations) not

sufficient to explain social revolutions (Social strain theory)

2. Weakness of central state, economic, political and military

3. three developments in common in societies

a. collapse of central administration and military apparatus

b. widespread peasant rebellion

c. existence of marginal elite political movement

4. Causes

a. external pressure to adapt to world capitalist system

(modernization)

b. landed upper class that blocks necessary reforms

i. economically

ii. politically

c. peasant rebellion that the military can’t or won’t put down

d. marginal elite movement that challenges pre-revolutionary power structural

E. Research

1. Taiping Rebellion

2. What was it? Causes?

3. How does Skocpol use this historical event to support her theory?

4. Mike Davis argues that there were “two Chinas” ( south and north)at this time, one fits Skocpol’s description of China as a society with a large land owning elite and oppressed peasants, the other however was the largest land owning peasant society in the history of the world. How would this effect Skocpol’s theory?

I. Post-Modern Theory

A. Subject: the promise of the Enlightenment

1. critique of Enlightenment idea of progress

2. critique of Enlightenment idea that human sciences will contribute

to progress

B. Goal: counter theory ( if history is not trajectory of progress what is

It)

C. Foucault

1. Theory: history is history of power

a. expanded control of human beings

b. human sciences play role in expanding power

c. new idea of power

i. not coercive (a or hierarchical)

ii. power subverts subject

iii. individual controls self

2. Discipline and Punish

a. Execution

i. function: social control

ii. failure

b. Prison as a metaphor

i. carceral society

ii. Panopticon

c. role of sciences

I. Gender and History

A. Def: gender

1. sex vs gender

2. gender socialization

3. gender and power

b. gender history

1. arose during women’s liberation movement 1960s and 70s

2. subject: women as historical actors

3. goal:

a. women in history

b. reasons for exclusion

c. reasons for subordination

4. different approaches

a. Marxist gender historians

i. relation of class and gender from Marxist theory

ii. capital division of labor cause of women’s

oppression

b. radical gender historians

i. dominance of men

ii. patriarchy is essential power relationship

c. new approaches

i. race

ii. class

iii. third world

5. have things changed? More they change the more they stay

the same

a. women in America society 1950s

b. women today

6. masculinity as historical subject

a. gays

b. changing masculinity over time

I. Post-Colonial Theory

A. Colonialism: European expansion

1. extent

2. goals: “the magnificent African cake”

3. effect

4. justifications

a. progress and white man’s burden

b. racial inferiority

c. empty space

d. social Darwinism

4. breakdown

a. movements of national liberation

b. wars of national liberation

B. Post-colonial

1. economic and cultural footprint or domination

2. white settler states

3. America as white settler state

a. Indian Removal

b. reservations (Dawes Act)

c. assimilation

d. termination

e. Indian Claims and the fight for the Black Hills

f. La Duke All Our Relations, Welch, Killing Custer

g. Silko, Ceremony, Welch, Fools Crow

C. Post-colonial Theory

1. subject: history of colonialism from point of view of colonized

2. goal: reconstruct alien-indigenous encounters

3. Two theories: Colonialism/Neo-Colonialism / World Systems theory

4. Arguments

1. negative effects of colonialism

a. Congo : King Leopold”s Ghost

b. Rwanda: We Wish

2. negative effects and continuing subordination

3. function of global institutions: World Bank, IMF

4. function of global trade agreements

5. conclusion: maldevelopment

I. Big History

A. Theory

1. Analysis: highest level of generalization (Meta-history)

2. Explanation: structure of history from the Big Bang to present

3. Goal: framework for ordering knowledge and guiding questions

(not prediction)

B. Assumptions:

1.We live in one, single, undivided Universe, within one single

Solar System, on one single planet, as one single humankind, descended

from one single life form

2. One single theory to explain this macro view is necessary and

possible.

C. Method

1. Apply the concept of regime to macro and micro patterned processes

( equilibrium regimes) that change and pass away over time.

2. Examples:

a. Macro: astronomical regime, biological regime, human

regime, environmental regimes

b. Micro: inorganic molecular regime, organic molecular regime,

individual regimes

D. Argument

1. Regimes are both autonomous and act upon each other.

2. Astronomical regime combined with inorganic micro regime

to create life (biological regime) on earth.

3. Environmental( geological) regimes and solar (asteroids) combined to

create human life (human regime(s).

4. Human history or history of human regimes

a. history of a continual process of problem solving.

b. movement from simple to complex

5. Historical development of human regimes is based on

three human ecological regimes

a. fire: cooking, protection, influence on environmental

regimes

b. agriculture: domestication of plants and animals

c. industrialization: use of inorganic power

6. Consequences

a. expansion geographically

b. population expansion

c. social complexity: human ecological regimes shape

social regimes, and individual regimes

i. hierarchy

ii. organized religion

iii. specialization: merchants, workers etc.

d. effects on biological, environmental regimes.

E. History of cultural evolution

1. human cultures (regimes) emerge and adapt.

2. those cultures that adapt best (the first with fire, weapons) force

other cultures to adapt or fail.

3. unanticipated adaptive problems emerge as this process continues

which forces cultures to continuously adapt.

4. historically those cultures which adapt best have been those

that are more complex

I. Paha Sapa

A. Anthropology/Ethnohistory: cultural characteristics of Lakota

B. Post-colonialism: history interaction between colonizer and colonized.

C. White Settler State: conditions of continued colonialism

D. Points of view and evidence of documentary .

I. Little Big Man

A. Anthro/Ethnohistory: characteristics of cultures (marriage, political, economic, family, environment)

1. White settler culture

2. Indigenous culture

B. Post-colonial theory: interactions between cultures

C. Anthro/Ethnohistory: myth of the gunfighter

D. Point of View (limits, credibility etc)

1. Empirical historians want the facts. What do they consider the facts? What is the goal of their historical research?

2. The Annales school challenged what assumptions of the empirical school?

3. What are the general areas of research of historical sociologists?

4. What is the goal of gender historians?

5. What is the goal of post-colonial historians and what unique method do they have to use?

6. What is the main focus of Marxist historians?

7. Knowledge of the past could help us understand and perhaps help us solve what problems that face our society today?

Class Participation: \_\_\_\_\_\_\_\_\_ 20 points

(3.5 per class)

Total \_\_\_\_\_\_\_\_ (20 points)

Reports:

1) Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ 25 points

2) Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ 25 points

Total \_\_\_\_\_\_\_\_ (50 points)

Research/Papers

1) Ludlow Massacre \_\_\_\_\_\_\_\_\_ 10 points

2) Taiping Rebellion \_\_\_\_\_\_\_\_\_ 10 points

3) Post-Colonialism (in class Sat) \_\_\_\_\_\_\_\_\_\_ 5 points

4) Outline Big History \_\_\_\_\_\_\_\_\_\_ 10 points

5) Paper Night \_\_\_\_\_\_\_\_\_\_ 10 points

6) In class Thursday \_\_\_\_\_\_\_\_\_\_ 5 points

Total \_\_\_\_\_\_\_\_\_\_ (50 points)

Project

1) Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ 80 points

Total \_\_\_\_\_\_\_\_\_\_ (80 points)

Total for class \_\_\_\_\_\_\_\_\_\_ (200 points)

Grade: \_\_\_\_\_\_\_\_