

## International History and Politics

Academic year 2021-2022

### Introduction to Historiography and Historical Methods: Social History for a Global Age

#### HPI136 - Printemps - 6 ECTS

Wednesday 10h15 - 12h00

#### Course Description

This course approaches the theory and practice of historiography by focusing on the main themes, debates, methods, and epistemological assumptions of social history. Arguably the most influential innovation in historical scholarship in the twentieth century, social history entered a period of crises in the last few decades. As we will see, these crises, which were connected with the rise of cultural history, were in fact highly productive. Most recently, historians have called for a renewal of a social history fit for a global age. In the course, we will explore the main categories social historians work with such as structure and event, gender, class, race, and agency. In particular, we will ask what social-historical perspectives might contribute to an understanding of modern capitalism.

#### > PROFESSOR

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## Syllabus

This course – whose syllabus is subject to change – is partly an introduction to historiography, partly a primer for a set of methods, and mainly a theoretical reflection on what it means to do social history today, in a global age.

“Society has no address”, the sociologist Niklas Luhmann once quipped and social history always has had an elusive object of analysis. Thus social historians never agreed whether theirs should be a history of large-scale processes of historical transformation (class formations, race relations, migration flows); of the material preconditions of everyday life (from demography to patterns of consumption); of welfare regulation and social inequalities; or a “history from below” and of social movements – or something else altogether. It is commonly held that social history, after beginnings around 1900, rose to prominence in the interwar period, experienced massive expansion during the 1960s and 70s, and entered into crisis by the 1990s due to the challenges of poststructuralism and cultural history. As will become clear, however, that story of rise and fall is inaccurate. In

fact, many of the texts we'll read are strongly influenced by poststructuralism and it is one of the course's guiding hypotheses that to pit 'materialist' against 'culturalist' approaches is to produce a false dichotomy. In the wake of the "great recession" of the last decade there have been calls to revive some of the impulses of social history, now often under the header "history of capitalism". The theme of capitalism runs through most of the seminar's sessions. We ask, however, how to approach capitalism as a historical formation not from an exclusively economic perspective (the perspective of social history's closest sister discipline, economic history) but with a view on its social dimensions. And we will be continually be posing the question what "society" and "the social" could mean beyond national frames.

## **Requirements**

### **Class participation (30% of final grade)**

Regular attendance and active participation (preparing and discussing the assigned readings) is vital to your success in this course. All students read the required readings (marked with an asterisk \*) for each week. The short topical introductions and questions below are here to help structure your reading. The additional "suggestions for further reading" are not required; rather, they might serve as inspiration for the term papers. For some general points worth considering while reading, please see the section "reading response" below.

### **Two reading response papers (25% of final grade)**

From week 2 to 13, each student chooses two sessions for which they will provide a respective response paper. These response papers (max. 1000 words) are to be posted on Moodle at 10.00 am the day before class. It is a comparative comment on the reading, in which you reflect on the texts and connect them to the issues raised in class so far. Questions that might be considered include: Does the text intervene in a specific debate? What sources does the author use? Who are the key agents and what the main forces of change identified by the author? What is the essay's overarching question and how is it connected to its concrete object of analysis? How is the argument structured, what are its strengths and limitations?

### **Exercise in historiography: comparing social history journals (pass/fail)**

From week 3 to 4, each student will evaluate a journal from the field of social history. Detailed instructions will follow, the assignment will take about two to three hours.

### **Term paper (45% of final grade)**

A paper of 3500 words (including footnotes, but excluding the bibliography) that deals with the historiography of social history: by reconstructing, for instance, a scholarly debate, a controversy over a specific intervention in the discipline, or the impact a classic work (or a set of texts) on the field of social history. Students are encouraged to take one of the seminar sessions as a point of entry to their papers. The additional "suggestions for further reading" on the syllabus are here to help with an initial search for literature.

Specific guidelines and suggestions for topics will be distributed during the term; possible topics might include "the great divergence debate", "Piketty and the historians", "microhistory from village studies to global migration", "James Scott: Polanyi, Thompson or neither?", "moral economy: vicissitudes of a concept", "*Subaltern Studies* and 'history from below'", "controversy over the role of slavery in the history of capitalism", "commodity chains: comparing Mintz and Beckert", "agency and politics: *The Many-headed Hydra* in debate", and more. Note, however, that each of these suggestions needs to be further narrowed down to a manageable research question.

The paper will be developed in stages:

1) Students should have a first idea on what they want to write about and how to approach the topic in the session of week 6 (March 30). For that purpose, students should come prepared with notes and a provisional working title and should be ready to briefly present their idea in class.

2) A written proposal due on April 11 at 10:00 AM (e-mail to the professor). The proposal includes a working title of the paper, 1-2 page introduction to the topic that includes the paper's research question and an outline of the paper's structure (sections, subsections etc.), followed by a 1-2 page bibliography.

3) A draft of (at least) the introduction of your paper to be exchanged with a student colleague on May 16 at 10:00 AM. You will then give and receive mutual feedback on each other's drafts in the session of week 12 (May 18). We will do the pairings during the semester, according to your research interests.

4) Final paper, due June 3 at midnight: max. 3500 words (including footnotes, but excluding the bibliography) 12 pt Times New Roman, double-spaced, Word document. Written work has to consistently use a citation style that is common in the humanities; I recommend Chicago style footnotes. Purdue's Online Writing Lab or University of Wisconsin's Writer's Handbook are two helpful points of orientation.

### **Policies**

Phones and headphones should be put away during class, laptops should only be used for taking notes. Don't use phones for the readings; given the length of the texts this is just not viable. Written work has to be submitted on time, late submissions lead to a penalty of -0.25 per day. Students seeking an extension due to emergencies (illness, family emergencies) should contact me as soon as possible. Plagiarism, the unacknowledged use of others' words or ideas, will not be tolerated. This includes material found on the internet. Any time you use another person's work, you must cite it properly. The Institute's policies on plagiarism and cheating apply.

Pt. I: Introduction

**Week 1 – Feb 23**

**Society as an object of historical analysis**

Please familiarize yourself with the electronic materials and come prepared with any questions about the syllabus. In the introductory session we will get to know each other and will distribute the reading responses. The short handbook entry by Christoph Conrad serves as a point of orientation in the historiography.

**Required reading:**

\* Conrad, Christoph: "Social History", in: N.J. Smelser / P. B. Baltes (eds.), *International Encyclopedia of the Social and Behavioral Sciences*, vol. 39, Oxford 2001, 14299–306 [2015 version].

**Suggestions for further reading (not required):**

Wagner, Peter: "'An Entirely New Object of Consciousness, of Volition, of Thought'. The Coming into Being and (almost) Passing Away of 'Society' as a Scientific Object", in: Lorraine Daston (ed.), *Biographies of Scientific Objects*, Chicago 2000, 132–157.

Pomeranz, Kenneth: "Social History and World History: From Daily Life to Patterns of Change", in: *Journal of World History* 18 (2007), 1, 69–89.

**Week 2 – Mar 2:**

**What's at stake? Historiography**

We start with four statements on the state of history-writing from four different decades. How do the four authors think about their fields, what are the main themes of research they identify and the main problems they address?

**Required reading:**

\* Perrot, Michelle: "The Strengths and Weaknesses of French Social History", in: *Journal of Social History* 10 (1976), 166–177.

\* Guha, Ranajit: "On Some Aspects of the Historiography of Colonial India", in: *Subaltern Studies. Writings on South Asian History and Society I*, 1982, 1–8.

\* Kocka, Jürgen: "Losses, Gains and Opportunities: Social History Today", in: *Journal of Social History* 37 (2003), 1, 21–28.

\* Navickas, Katrina: "A Return to Materialism? Putting Social History Back in Place", in: Sasha Handley (ed.), *New Directions in Social and Cultural History*, London 2018, 87–108.

**Suggestions for further reading (not required):**

Iggers, Georg G., Mekherjee, Supriya, Wang, Q. Edward: *A Global History of Modern Historiography*, London 2017 (2<sup>nd</sup> ed.).

Eley, Geoff, Keith Nield: *The Future of Class in History: What's Left of the Social?*, Ann Arbor 2007.

Stedman Jones, Gareth: "De l'histoire sociale au tournant linguistique et au-delà. Où va l'historiographie britannique ?", in: *Revue d'histoire du XIXe siècle* 33(2006), 2, 143–166.

Sewell, William: *Logics of History. Social Theory and Social Transformation*, Chicago 2005.

Lepetit, Bernard: "Histoire des pratiques, pratique de l'histoire", in: Idem (ed.), *Les formes de l'expérience : une autre histoire sociale*, Paris 1995, 9–22.

Prakash, Gyan: "Subaltern Studies as Postcolonial Criticism", in: *American Historical Review* 99 (1994), 1475–1490.

Wehler, Hans-Ulrich: "What is the 'History of Society'?" [1986], in: Erik Lönnroth et al (eds.), *Conceptions of National History: Proceedings of Nobel Symposium 78*, Berlin 1994, 270–284.

Thompson, E.P.: "History from Below", in: *Times Literary Supplement*, April 7, 1966, 279–280.

Hobsbawm, Eric: "From Social History to the History of Society", in: *Daedalus* 100 (1971), 1, 20–45.

*Pt. II: Conceptualizing the social*

**Week 3 – Mar 9**

**What is the social made up of: structures?**

Historical inquiry that seeks to detect regularities beyond individual lives or political events often veers towards structural analysis. The notion of social structures, sometimes borrowed from sociology and economics, sometimes leaning on the classic versions of Karl Marx or Max Weber, had great appeal for social historians of different stripes. For many, “structure” means that social classes or patterns of the economy make up the foundational grid of societies. For others, the concept of “structure” is analytically tied to a distinct view of historical temporality. As a meta-question, we will ask what is implied when we speak of “structure” and how structures relate to change.

**Required reading:**

\* Braudel, Fernand: "History and the Social Sciences: The Longue Durée" [1958, transl. Immanuel Wallerstein], in: *Review (Fernand Braudel Center)* 32 (2009), 2, 171–203.

\* Sewell, William: "A Theory of Structure: Duality, Agency, and Transformation", in: Idem, *Logics of History: Social Theory and Social Transformation*, Chicago 2005, 124–151.

**Suggestions for further reading (not required):**

Drayton, Richard: "Race, Culture, and Class: European Hegemony and Global Class Formation, circa 1800-1950", in: Christof Dejung, David Motadel, Jürgen Osterhammel (eds.), *The Global Bourgeoisie: The Rise of the Middle Classes in the Age of Empire*, Princeton 2019, 339–358.

Balibar, Etienne, Wallerstein, Immanuel: *Race, Nation, Class: Ambiguous Identities*, London 1991.

Lepetit, Bernard: "La société comme un tout : sur trois formes d'analyse de la totalité sociale", in: *Cahiers du centre de recherches historiques* 2 (1999), 21–38.

Silver, Beverly: *Forces of Labor: Workers' Movements and Globalization since 1870*, Cambridge 2003.

Tilly, Charles: *Big Structures, Large Processes, Huge Comparisons*, New York 1984.

**[Exercise: comparing social history journals]**

**Week 4 – Mar 16**

**What is the social made up of: assemblages?**

Criticizing structural accounts for being deterministic, various strands of social inquiry have focused on networks and have emphasized assemblages in order to more accurately describe the actual interplay between people, media, and things. What vision of the social emerges when we conceive of it as made up of

assemblages? How does that perspective cast doubt on entrenched notions of agency and causality and of binaries such as materiality vs. meaning?

**Required reading:**

\* Joyce, Patrick: "What is the Social in Social History?", in: *Past and Present* 206 (2010), 213–248.

\* Mitchell, Timothy: *Rule of Experts: Egypt, Techno-Politics, Modernity*, Berkeley 2002, ch. 1 ("Can the Mosquito Speak?").

*Discussing the exercise: comparing social history journals.*

**Suggestions for further reading (not required):**

Shamir, Ronen: *Current Flow: The Electrification of Palestine*, Stanford, CA 2013.

Latour, Bruno: *Reassembling the Social: An Introduction to Actor-Network-Studies*, Oxford 2005, esp. conclusion.

Otter, Chris: "Making Liberalism Durable: Vision and Civility in the Late Victorian City", in: *Social History* 27 (2002), 1–15.

Pottage, Alain: "The Materiality of What?", in: *Journal of Law and Society* 39 (2012), 1, 167–183.

Vismann, Cornelia: *Files: Law and Media Technology*, Stanford, CA 2008 [2000].

*Pt. III: Conceptualizing the global*

**Week 5 – Mar 23**

**Thinking world society: a matter of scale?**

Doing social history globally cannot mean simply to “zoom out” in search for “the big picture”, because what distinguishes social history is the sustained analysis of local conditions. But how, then, to think the global? One solution is to follow the trajectory of specific commodities, that is to say, the historical emergence and transformation of commodity chains. What kind of historical narrative can adequately address the respective interrelations of humans, nature, work, consumption, sales, gifts, and mobility between different localities? Perhaps symptomatically, we engage with the work of an anthropologist, not an historian, for this session.

**Required reading:**

\* Tsing, Anna Lowenhaupt: "On Nonscalability: The Living World Is Not Amenable to Precision-Nested Scales", in: *Common Knowledge* 18 (2013), 3, 505–524.

\* Tsing, Anna Lowenhaupt: *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*, Princeton 2015, 1-9, 17-43, 121-128, 131-135, 217-225, 253-255, 267-282.

**Suggestions for further reading (not required):**

Mintz, Sidney: *Sweetness and Power: The Place of Sugar in Modern History*, New York 1985.

Feierman, Steven: "African Histories and the Dissolution of World History", in: Robert Bates; Mudimbe V.Y.; O’Barr, Jean (eds.), *Africa and the Disciplines: The Contributions of Research in Africa to the Social Sciences and Humanities*, Chicago 1993, 167–212.

Osterhammel, Jürgen: "Hierarchies and Connections: Aspects of a Global Social History", in: Idem, Sebastian Conrad (eds.), *An Emerging Modern World 1750-1870*, Cambridge MA 2018.

(For contrast, this is a widely discussed and highly praised approach that is substantially different from Tsing).

## **Week 6 – Mar 30**

### **Global comparison, entanglement, integration? The example of daytime / Researching and writing a term paper**

Since global history cannot, and should not, be a history of everything, some practitioners have proposed to focus on connections and comparisons. Recently, these approaches have been revised and refined with an emphasis on patterns of integration. The global synchronization – and pluralization – of daytime around 1900 is an example to reflect on issues of comparison (what are the grounds of comparability?), connectivity (how to avoid teleological assumptions of ever-increasing connections?), entanglement (in what respect is entanglement to be distinguished from comparison and connectivity?) as well as integration.

In the second half of the session, we will talk about term papers. Come prepared with notes on your envisioned paper (a provisional working title, an idea of your basic argument and a bibliography of the historiography you'll read) and be ready to debate your project with your peers. In addition, we will discuss research strategies in libraries.

#### **Required reading:**

\* Conrad, Sebastian: *What Is Global History?*, Princeton 2016, ch. 4 (62–89).

\* Ogle, Vanessa: "Whose Time Is It? The Pluralization of Time and the Global Condition, 1870s–1940s", in: *American Historical Review* 118 (2013), 5, 1376–1402.

#### **Suggestions for further reading (not required):**

Thompson, Edward Palmer: "Time, Work-Discipline, and Industrial Capitalism", in: *Past and Present* 38 (1967), 56–97.

Hanagan, Michael: "'Shall I Compare Thee...?' Problems of Comparative Historical Analysis", in: *International Review of Social History* 56 (2011), 133–146.

Werner, Michael, Zimmermann, Bénédicte: "Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity", in: *History and Theory* 45 (2006), 1, 30–50.

### **Pt. IV: Main categories and their entanglements**

## **Week 7 – Apr 6**

### **Race in the making of labor**

For a long time, labor has arguably been the most significant category of social history. Traditional accounts have focused on industrialization, factory labor, and the emergence of a Western working class (or rather, its male parts). By contrast, more recent labor histories explore the enormous variety of labor, free and unfree, domestic and in the workshop, male and female. Labor then comes into view as an activity (and, subsequently, a category of analysis) that is shaped by other forces such as race and gender. In this session, we focus on colonial peasant labor and contrast it with industrial labor.

#### **Required reading:**

\* Zimmerman, Andrew: "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers", in: *American Historical Review* 110 (2005), 5, 1362–1398.

\* Eckert, Andreas, van der Linden, Marcel: "New Perspectives on Workers and the History of Work: Global Labor History", in: Sven Beckert, Dominic Sachsenmaier (eds.), *Global History, Globally: Research and Practice around the World*, London 2018, 145–161.

#### **Suggestions for further reading (not required):**

Winant, Gabriel: "'Hard Times Make for Hard Arteries and Hard Livers': Deindustrialization, Biopolitics, and the Making of a New Working Class", in: *Journal of Social History* 53 (2019) 1, 107–132.

Steedman, Carolyn: "A Boiling Copper and Some Arsenic: Servants, Childcare, and Class Consciousness in Late Eighteenth-Century England", in: *Critical Inquiry* 34 (2007) 1, 36–77.

Cooper, Frederick: *Colonialism in Question: Theory, Knowledge, History*, Berkeley, CA 2005, ch. 7: "Labor, Politics, and the End of Empire in French Africa".

Hausen, Karin: "Work in Gender, Gender in Work", in: Jürgen Kocka (ed.), *Work in a Modern Society. The German Historical Experience in Comparative Perspective*, New York / Oxford 2010, 73–92.

**[Please note: Paper proposal due Monday, April 11, 10.00 am]**

### **Week 8 – Apr 13**

#### **Gender in the making of race**

Women's history first emerged against the resistance of the mainstream of the profession as a subset of social history. Gender history subsequently expanded and radicalized the challenge to not just include women as historical actors into historical narratives but to also rethink some of the foundational assumptions of these narratives. Joan Scott's essay, one of the most influential texts in the discipline, outlined an agenda for making the work of gender visible: Gender, as a category of difference, fundamentally structures societies and thus can be seen at work in all domains of a society and in its entanglement with other categories of difference.

#### **Required reading:**

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

\* Stoler, Ann Laura: "Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race", in: Eadem, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*, Berkeley, CA 2002, 41–78.

#### **Suggestions for further reading (not required):**

Sinha, Mrinalini: "A Global Perspective on Gender: What's South Asia Got to Do with It?", in: Ania Loomba, Ritty A. Lukose (eds.), *South Asian Feminisms*, Durham, NC 2012, 356–373.

Canning, Kathleen: *Gender History in Practice: Historical Perspectives on Bodies, Class, and Citizenship*, Ithaca, NY 2006.

Meyerowitz, Joanne, Tinsman, Heidi, Bucur, Maria, Elliot, Dyan, Hershatler, Gail Zheng, Wang, Scott, Joan: "AHR Forum: Revisiting 'Gender: a Useful Category of Historical Analysis'", in: *American Historical Review* 113 (2008), 5, 1344–1430.

### **[Easter Break]**

*Pt. V: Orientations, approaches, and new directions*

### **Week 9 – Apr 27**

#### **Guest: David Motzafi-Haller – kinship**

Family structures and their regulation by law and custom decide over the transmission of property, the legitimacy of relationships, the opportunities offered by affiliations, and so on. In short, kinship plays a vital role in the reproduction of society. However, except for the subfield of historical demography, kinship has long been considered important only for so-called "traditional" and non-European societies. New studies correct this error and show the continuous centrality as well as the historical transformations of kinship in modern history.

#### **Required reading:**

David Motzafi-Haller, Interview with members of the Ztolovsky Family (excerpts).



David Motzafi-Haller, Interview with members of the Abrutzky Family (excerpts).

Sabean, David Warren, Teuscher, Simon: "Introduction: Rethinking European Kinship: Transregional and Transnational Families", in: Christopher H Johnson, David Warren Sabean, Simon Teuscher, Francesca Trivellato (eds.) *Transregional and Transcontinental Families in Europe and Beyond*, Oxford 2011, 1-21.

Joris, Elisabeth: "Kinship and Gender: Property, Enterprise, and Politics", in: David Warren Sabean, Simon Teuscher, Jon Mathieu, *Kinship in Europe: Approaches to Long-Term Developments (1300-1900)* Oxford 2007, 231-257.

**Suggestions for further reading (not required):**

Davidoff, Leonore, Hall, Catherine: *Family Fortunes. Men and Women of the English Middle Class, 1780–1850*, Chicago 1987.

Johnson, Christopher H.: "Kinship, Civil Society and Power in Nineteenth-Century Vannes", in: David Warren Sabean, Simon Teuscher, Jon Mathieu, *Kinship in Europe: Approaches to Long-Term Developments (1300-1900)*, Oxford 2007, 231-257.

Burguière, André, Lebrun, François: "One Hundred and One Families of Europe", in: Burguière, André et al. (eds.), *A History of the Family*, vol. 2, Cambridge MA 1996, 12–94.

Bourdieu, Pierre: "Les stratégies matrimoniales dans le système de reproduction", in: *Annales ESC* 27 (1972), 4/5, 1105-1127.

**Week 10 – May 4**

**Guest: Amal Shahid – political economy and quantitative methodologies**

For many places and time periods, the lives of ordinary people left only scarce, serial traces in census data, time series of food prices, or famine statistics. Social history thus shares with economic history an affinity for quantitative approaches. Moreover, models borrowed from economics help to make sense of quantitative data. In this session, we will discuss the potentials of quantitative methodologies and will also inquire into the history of statistical categories and techniques themselves.

**Required reading:**

\* Hudson, Pat, Ishizu, Mina: *History by Numbers: An Introduction to Quantitative Approaches*, London 2017 (2nd ed.), ch. 1.

\* Morgan, Mary S.: *The World in the Model: How Economists Work and Think*, Cambridge 2012, 1–18.

**Suggestions for further reading (not required):**

Lemercier, Claire, Zalc, Claire: *Quantitative Methods in the Humanities: An Introduction*, Charlottesville, VA 2019.

Morgan, Mary S.: "What If? Models, Fact and Fiction in Economics", in: *Journal of the British Academy* 2 (2014), S. 231–268.

Desrosières, Alain: *The Politics of Large Numbers: A History of Statistical Reasoning*, transl. Camille Naish, Cambridge MA 2002.

Benanav, Aaron: "The Origins of Informality: The ILO at the Limit of the Concept of Unemployment", in: *Journal of Global History* 14 (2019), 1, 107–125.

Speich Chassé, Daniel: "The Use of Global Abstractions: National Income Accounting in the Period of Imperial Decline", in: *Journal of Global History* 6 (2011), 1, 7–28.

### **Week 11 – May 11**

#### **Racial capitalism**

One emerging strand of research within the burgeoning “New History of Capitalism” puts race at the center of analysis and points out how the “particularistic forces of racism and nationalism”, to use Cedric Robinson’s influential turn of phrase, have shaped the history of capitalism. Some practitioners tie this new approach, which so far is most often concerned with U.S. history, to an earlier tradition of research on transatlantic slavery, such as Eric Williams’ 1944 book *Capitalism and Slavery*. We discuss the approach of racial capitalism with an eye on its potential beyond U.S. history.

#### **Required reading:**

\* Jenkins, Destin, Leroy, Justin: "Introduction: The Old History of Capitalism", in: Idem, Jones, Leroy (eds.), *Histories of Racial Capitalism*, New York 2021, (read only 1–15).

\* Jenkins, Destin: "Ghosts of the Past: Debt, the New South, and the Propaganda of History", in: idem, Leroy, Justin (eds.), *Histories of Racial Capitalism*, New York 2021, 185–214.

#### **Suggestions for further reading (not required):**

Hall, Catherine: "Gendering Property, Racing Capital", in: *History Workshop Journal* 78 (2014), S. 22–38.

Robinson, Cedric: *Black Marxism: The Making of the Black Radical Tradition*, Chapel Hill, NC 2000 [1983], esp. ch. 1, 7, 12.

Carico, Aaron: "Freedom as Accumulation", in: *History of the Present* 6 (2016), 1, 1–31.

### Pt. VI: Subjective forces

### **Week 12 – May 18**

#### **Moral economy and protest / Peer feedback on term paper introduction**

Since Edward Palmer Thompson coined the term in an essay in 1971, the concept of “moral economy” has been put to use for a wide range of phenomena, from food riots to the habits of early modern scientists. Thompson was concerned with plebeian notions of justice in contested negotiations over rule and legitimacy during the early period of modern capitalism. We will reconstruct Thompson’s core claims and will further ask what the concept might look like if it is taken beyond Thompson’s original dichotomy of moral vs. political economy. In the second half of the session you will be giving, and receiving, peer feedback on a first, rough draft of the introduction of your term paper.

#### **Required reading:**

\* Thompson, Edward Palmer: "The Moral Economy of the English Crowd in the Eighteenth Century", in: *Past and Present* 50 (1971), 76–136.

\* Edelman, Marc: "Bringing the Moral Economy Back in... to the Study of 21st-Century Transnational Peasant Movements", in: *American Anthropologist* 107 (2005), 3, 331–345.

#### **Suggestions for further reading (not required):**

Bohstedt, John: "Food riots and the politics of provisions from early modern Europe and China to the food crisis of 2008", in: *The Journal of Peasant Studies* 43 (2016) Nr. 5, 1035–1067.

Siméant, Johanna: "Economie morale et protestation – détours africains", in: *Genèses* 81 (2010), 142–160.

Scott, James: "The Moral Economy as an Argument and as a Fight", in: Adrian Randall, Andrew Charlesworth (eds.), *Moral Economy and Popular Protest: Crowds, Conflict and Authority*, Basingstoke 2000, 187–208.

Fassin, Didier: "Les économies morales revisitées", in: *Annales HSS* 64 (2009), 1237–1266.

Suter, Mischa: "Moral Economy as a Site of Conflict: Debates on Debt, Money, and Usury in the Nineteenth and Early Twentieth Century", in: *Geschichte und Gesellschaft*, special issue 26: "Moral Economies", ed. Ute Frevert (2019), 75–101.

### **Week 13 – May 25**

#### **Agency and experience**

If objective forces – social structures and processes, say – shape individual lives, how exactly does this translate into people’s circumstances, attitudes, and behaviors? The instance of mediation between the objective and the subjective is often called “experience”. The concept of experience thus promises to explain agency, the capacity of historical actors to act in, and to resist, their surroundings. However, the concepts of “experience” and “agency” have both been criticized for serving as simple, supposedly self-evident stand-ins for what historians actually should explain. How can we assess agency and its limits as well as examine experience and its constituting elements?

#### **Required reading:**

\* Scott, Joan W.: "The Evidence of Experience", in: *Critical Inquiry* 17 (1991), 4, 773–797.

\* Fuentes, Marisa: "Power and Historical Figuring: Rachael Pringle Polgreen's Troubled Archive", in: *Gender & History* 22 (2010), 3, 564–584.

#### **Suggestions for further reading (not required):**

Thomas, Lynn: "Historicising Agency", in: *Gender & History* 28 (2016), 2, 324–339.

Canning, Kathleen: "Difficult Dichotomies: "Experience" between Narrativity and Materiality", in: Eadem, *Gender History in Practice. Historical Perspectives on Bodies, Class, and Citizenship*, Ithaca, NY 2006, 101–122.

Johnson, Walter: "On Agency", in: *Journal of Social History* 37 (2003), 113–124.

Linebaugh, Peter, Rediker, Marcus: *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*, London 2000.

### **Pt. VII: Conclusion**

### **Week 14 – June 1**

#### **The state: a lacuna in social history? / Reflection on the seminar**

One early commentator, G.M. Trevelyan, in 1942, called social history a “history of the people with the politics left out.” In our concluding session we will be asking whether social history, in its quest for distinction from political history, loses sight of state power and formal politics.

The second half of the session is devoted to a reflection on the seminar: what did we learn, what did we miss? Please come prepared with a short list of the main insights from the seminar as seen from your perspective as well as with the most pressing unanswered questions.

#### **Required reading:**

\* Parthasarathi, Prasannan: "The State and Social History", in: *Journal of Social History* 39 (2006), 3, 771–778.