Learning Objectives: Participants in this seminar will examine theory and methods in action. We will consult "how to" treatises on occasion but the majority of our reading will be monographs and essays in history, anthropology, geography, sociology, and related fields. We will consider

- how scholars conduct research in archives, via fieldwork, and through interviews;
- how they analyze primary sources and other data;
- how they develop their interpretation; and
- how they present their claims.

In addition, we will

- evaluate a range of projects and assess different approaches; and
- identify those methods most appropriate for your particular investigations.

A basic premise is that knowledge is generated through our study of people and places, that theory and method is fundamental to this process.

The seminar is intended to be a step toward critical and reflective practice with careful attention paid to data collection, our position relative to those we study, and how we turn observations and evidence into explanations.

Procedures: Learning is a social endeavor and your primary responsibility is active participation. I expect you will take notes as you read, that you will develop questions, and that you will prepare a summary of the themes and issues prior to our meetings. To ensure lively discussion, each member of the seminar will distribute a set of two or three talking points to the group. You ought to review these in the aggregate and come to seminar ready to discuss the talking points with reference to the readings. The sooner you can share your points the better but you should plan to email these before 6:00pm Monday. In all cases we will engage our colleagues in a respectful conversation about ideas, research design, the interpretation of data, and writing.

Tasks: Methods are something we do and we will want to talk about actual practice. You will undertake occasional "back-of-the-napkin" exercises in addition to the weekly talking points. The emphasis here is on the doing: What is it like to conduct an interview? What is at stake when we enter into other people’s lives? How would you document place with a camera or pen? What is involved when one produces digital history? When appropriate you will share your work with the group for comment and discussion. The primary product, which you will develop over the course of the semester, is a descriptive statement of the theory that frames your research and the methods you will employ for a specific project. The model I have in mind is a proposal of the type you would submit when requesting funds from a foundation or a research institute for dissertation support. In fact, I encourage you to use this opportunity to craft a proposal for submission to the National Endowment for the Humanities (NEH), the Social Science Research Council (SSRC), the Getty Research Institute (GRI), the Huntington Library, or the like. Your statement will include an introduction to the project; a concise discussion of comparable studies (which scholarship
are you contributing to); an overview of the sources you will consult (what data will you generate and/or evaluate); your theoretical framework; the methods you will use in conducting your research and analysis; a work plan and timeline; a budget; and a bibliography. We will circulate drafts in Week 11 for review and comment during the session following. A penultimate draft is due at our final session.

**Grading:** Student performance will be evaluated on class participation and assignments (40%), contributions to peer assessment (10%), and a grant application (50%) that explains the theory and describes the method(s) you will employ for a specific project.

**Weekly schedule of topics, readings, and assignments:**

**Week 1: Subjects and Objects (Jan. 19)**

Reading:
- “AHR Conversation: Explaining Historical Change; or, The Lost History of Causes,” The American Historical Review 120/4, 2015: 1369-4024

Further reading:
- Penelope J. Corfield, Time and the Shape of History (2007)
- Dr. Carl Hart, High Price: A Neuroscientist’s Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society (2013)
- Steve Pile, The Body and the City: Psychoanalysis, Space and Subjectivity (1996)

**Week 2: Narrativity (Jan. 26)**

Reading:
- Hayden White, “The Value of Narrativity in the Representation of Reality,” from The Content of the Form: Narrative Discourse and Historical Representation (1987)

Further reading:
- David Carr, Time, Narrative, and History (1986)
Week 3: Life Histories (Feb. 2)
Assignment: Craft a set of questions you would pose to begin an open ended interview about a topic of your choice

Reading:
- Pierrette Hondagneu-Sotelo, Gendered Transitions: Mexican Experiences of Immigration (1994)

Further reading:
- Elijah Anderson, Street Wise: Race, Class, and Change in an Urban Community (1990)
- Beth Bailey and David Farber, The First Strange Place: Race and Sex in World War II Hawaii (1992)
- Pierrette Hondagneu-Sotelo, Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence (2001)
- Peter Metcalf, They Lie, We Lie: Getting on with Anthropology (2001)
- Esther Newton, Cherry Grove, Fire Island (1994)
- Paul Thompson, The Voice of the Past: Oral History (1978)

Week 4: Visuality (Feb. 9)
Assignment: Bring a graphic representation of an event, place, or person(s) for discussion

Reading:
- Martin Berger, Seeing through Race (2011)

Further reading:
Week 5: Quantitative History and Research Design (Feb. 16)
Assignment: Review the following:
   Sample grant applications
   http://globetrotter.berkeley.edu/DissPropWorkshop/
   Proposal “how to”
   Sample application statements
   http://www.clir.org/fellowships/mellon/applicantguidelines.html#appform
   http://www.sil.si.edu/forms/BairdApplication.pdf (Nb: p.7)

Reading:

Further reading:
   William O. Aydelotte et al., The Dimensions of Quantitative Research in History (1972)
   Charles Booth, On the City: Physical Pattern and Social Structure, Selected Writings, Harold W. Pfautz, ed (1967)
   Ian Morris, Why the West Rules – for Now: The Patterns of History and What They Reveal About the Future (2011)
Peter Turchin, Historical Dynamics: Why States Rise and Fall (2003)

Week 6: **Spatiality** (Feb. 23)
Reading:


Further reading:
- Michel Foucault, “Selections on space and geography” from Paul Rabinow, ed. The Foucault Reader (1986)
  - David Harvey, Afterword from The Production of Space (1991)
  - David Harvey, The Urban Experience (1985)
  - Peter Jackson, Maps of Meaning: An Introduction to Cultural Geography (1989)
  - Doreen Massey, For Space (2005)

Week 7: **Scale** (March 1)
Reading:


Further reading:
Mary E. Pattillo, Black on the Block: The Politics of Race and Class in the City (2007)

Eric Sandweiss, St. Louis: The Evolution of an American Urban Landscape (2001)
"Size Matters: Scales and Spaces in Transnational and Comparative History," International History Review 33/4, 2011 (special issue)

Amanda Seligman, Block by Block: Neighborhoods and Public Policy on Chicago’s West Side (2005)

Daniel Lord Smail, On Deep History and the Brain (2008)
Charles Tilly, Big Structures, Large Processes, Huge Comparisons (1984)

**Week 8: Locality and Place (March 8)**

Reading:

Further reading:
Kathleen N. Conzen, "Community Studies, Urban History, and American Local History," in Kammen, ed. The Past Before Us (1980)
Timothy Fong, The First Suburban Chinatown: The Remaking of Monterey Park, California (1994)
Dianne Harris, Little White Houses: How the Postwar Home Constructed Race in America (2013)
Alexander von Hoffman, Local Attachments: The Making of an American Urban
Neighborhood, 1850-1920 (1994)
DJ Waldie, Holy Land: A Suburban Memoir (1997)
Chris Wilson, The Myth of Santa Fe: Creating a Modern Regional Tradition (1997)

Week 9: Commodities (March 15)
Reading:
“Commodities, Empires, Global Histories,” Journal of Global History 4/1, March 2009
(special issue) scan for representative cases that illustrate the approach

Further reading:
Joyce E. Chaplin, “Creating a Cotton South in Georgia and South Carolina, 1760-1815,” Journal of Southern History 57/2, May 1991: 171-200
Jonathan Curry-Machado ed., Global Histories, Imperial Commodities, Local Interactions (2013)
Sidney W. Mintz, Sweetness and Power: The Place of Sugar in Modern History (1985)
“Oil in American History,” Journal of American History 99/1, June 2012 Special Issue
Kenneth Pomeranz and Steven Topik eds., The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present (2005)
UCSC Center for World History, “Commodities in World History, 1450-1950”

Spring Break (March 22)

Week 10: Governmentality (March 29)
Reading:
James Scott, Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed (1998)
Further reading:
  - David Buisseret, Monarchs, Ministers, and Maps: The Emergence of Cartography as a Tool of Government in Early Modern Europe (1992)
  - Manuel Castells, City, Class, and Power (1978)
  - Mary Ryan, Civic Wars: Democracy and Public Life in the American City during the Nineteenth Century (1997)

Week 11 (April 5)
Assignment:
  Distribute draft proposals (due by 1:00 pm Monday April 4)
  Review colleagues’ proposals and prepare written assessments

Week 12: Peer Review (April 12)

Week 13: Senses (April 19)
Reading:
  http://www.historycooperative.org/journals/jah/95.2/
  Sarah Keyes, “Like a Roaring Lion’: The Overland Trail as a Sonic Conquest,” Journal of American History 96/1, June 2009: 19-43
  http://www.historycooperative.org/cgi-bin/jah/96/1/keyes.html
  Mark M. Smith, “Making Sense of Social History,” Journal of Social History 37/1, 2003: 165-86
  http://muse.jhu.edu/journals/journal_of_social_history/v037/37.1smith_m.html

Further reading:
  - Constance Classen, Worlds of Sense: Exploring the Senses in History and Across Cultures (1993)
Peter Charles Hoffer, Sensory Worlds in Early America (2003)
Alfred Kazin, A Walker in the City (1951)

**Week 14: Comparative (April 26)**
**Reading:**

**Further reading:**
- Frederick Cooper, Colonialism in Question: Theory, Knowledge, History (2005)

**Week 15: Transnational (May 3)**
**Assignment:**
Hand in penultimate draft

**Reading:**

**Further reading:**
Timothy Fong, The First Suburban Chinatown: The Remaking of Monterey Park, California (1994)
Laurence J.C. Ma and Carolyn Cartier, eds., The Chinese Diaspora: Space, Place, Mobility, and Identity (2003)

OPTION 2

Week 15: Transnational (May 3)
Read and discuss Kwak

Week 16: Digital Histories (May 10)
Assignment: Identify an online resource you might use as a model for a digital history
Hand in your penultimate draft.

Reading:
William Cronon, “How Long Will People Read History Books?” Perspectives on History 50/7, 2012: 5-6
Jack Dougherty and Kristen Nawrotzki, eds., Writing History in the Digital Age http://writinghistory.trincoll.edu/

Further reading:
Bill Adair et al., eds., Letting Go? Sharing Historical Authority in a User-Generated World (2011)
Ann Burdick et al., Digital Humanities (2012)
“Deepening Histories of Place: Exploring Indigenous Landscapes of National and International Significance” www.deepeninghistories.anu.edu.au
Steven Mintz, Hypertextual History: Our Online American History Textbook
University memos:

Academic Misconduct— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)— Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching— The University encourages application of the
transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/).

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).

**Library statement:**
Students may consult with a librarian on research needs. For this class, the Subject Librarian is
UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.