

**EUH5934: TOPICS IN EUROPEAN HISTORY (FALL 2020)**  
**METHODS IN INTELLECTUAL HISTORY: THEORY AND PRACTICE**



**CLASS SCHEDULE:** W: 4:05–7:05PM

Professor Anton Matytsin

Office: 230 Keene-Flint Hall

Office Hours: Mondays: 1:00–3:00PM; Wednesdays: 1:00–2:00PM; or by appointment; via Zoom

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**COURSE DESCRIPTION:** All historians are intellectual historians in so far as they work with texts, attempt to recover meanings, and try to reconstruct the contexts of past events. However, in the more precise sense that some historians are specifically interested in the history of thought and ideas, only they are conventionally defined as intellectual historians. In the last forty years, the discipline of intellectual history has been at the center of historical debates over meaning, context, hermeneutics, the relation of thought and action, and the explanation of historical change. It has also had close relations with the study of philosophy, science, literature, and political theory, among other fields. This course will introduce students to some of the major methodological debates within intellectual history, and between intellectual history and these other disciplines. We will discuss the relationship between the theory and practice of intellectual history and its applicability to different chronological periods and geographical areas. The course is open to history graduate students focusing on any region and time period. It is also open to graduate students in other fields, including philosophy, literature, and political science.

**LEARNING GOALS:**

(1) The main goal of this course is to provide students with an overview of the subfield of intellectual history. We will examine the origins of this branch of historical study, explore how broader changes in the historical discipline have led intellectual history to evolve, and analyze the key debates. We will pay special attention to how practicing intellectual historians of various chronological and geographic specializations discuss the goals and challenges facing their subfield.

(2) Students will encounter a variety of historiographical debates about methodology. These debates will shed light not only on how intellectual history has developed as a subfield, but also how different historical subfields function more generally. One of the key themes that students will examine over the course of the semester is how scholars' theoretical approaches inform the practice of their scholarship.

(3) Students will relate the different themes and debates of the course to their own geographical and chronological specializations.

(4) The written assignments will allow students to develop skills in writing short review essays and longer literature overviews. Students will also have the option of choosing to write a research paper for their final assignment.

(5) The preparations for leading discussion and in-class interaction will provide students with important experience in guiding collegial conversation and leading class discussion.

#### **REQUIRED TEXT:**

- Richard Whatmore, *What Is Intellectual History?* (Cambridge, 2016)

#### **RECOMMENDED TEXTS (SOME AVAILABLE ONLINE THROUGH UF LIBRARIES):**

- Darrin M. McMahon and Samuel Moyn, eds., *Rethinking Modern European Intellectual History* (Oxford, 2014) (PDF through UF Libraries)
- Mia E. Bay, Farah J. Griffin, Martha S. Jones, and Barbara D. Savage, eds., *Toward an Intellectual History of Black Women* (Chapel Hill, 2015) (PDF through UF Libraries)
- Samuel Moyn and Andrew Sartori, eds., *Global Intellectual History* (PDF through the UF Libraries)

#### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism (40%)

Review Papers (20% total/10% each)

Final Paper (40%)

**Note:** You must complete all assignments in order to pass the course.

#### **Participation and Professionalism (40%):**

(A) Attendance at Meetings: This is a seminar course that will depend heavily on your active and collegial participation in class discussion to be successful. Students are expected to thoroughly read all assigned texts and to contribute regularly to class discussion. Students are expected to attend **all scheduled meetings**. If you are unable to attend, it is your responsibility to notify the instructor ahead of time and to determine the makeup assignment. Missing more than one meeting for the semester will significantly hurt your participation grade. Please arrive to the meetings on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Given the unusual circumstances caused by the COVID-19 pandemic, accommodations will be provided to any student who needs to miss class meetings for medical reasons. Guidelines for excused absences can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

(B) Participation in discussions: The success of the course depends in large part on the students' active participation in our weekly discussions. Bear in mind that "active participation" means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class. If one of you had questions or difficulties, others certainly did as well. In case that our meetings take place over Zoom, it is your decision whether to enable your cameras or not. **I strongly encourage you to enable the video** during our meetings, unless you strongly prefer not to or there are technological reasons for which you are not able to. Presence on video goes a long way in reducing the disconnect inherent in videoconferencing, while making the meetings more accessible and more engaging.

(C) Readings: Please come to discussions having completed the assigned readings. "To complete the readings" means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please have the readings readily available during the class discussion. It is your responsibility to contact me if you have difficulty locating the reading assignments.

**"Australian Rules" for Discussions:** The seminar will be divided into two groups. In our first week of discussion (week 2), group A will meet several days before class and develop a set of four or five written questions based on the readings. These questions, generally a short paragraph each, can treat the substance of the readings and/or problems of historical method and reasoning. They should be interpretive, rather than factual; that is, concerned not only with what authors say but how they frame or construct their major arguments. In general, interpretive questions are phrased in ways that do not invite simple yes-or-no answers. They tend to favor "how," "why," "in what sense," "what is at stake in..." and other gestures that stimulate conversation.

Group B should meet to discuss Group A's questions and prepare answers at some point before the start of class. Responses should address questions directly, but they can also critique the questions and move beyond them, according to the collective judgment of Group B. Group B will then be responsible for leading discussion with their responses to Group A's questions. Group A will then have the chance to comment on the responses. The idea is to make useful connections and distinctions, suggest areas in need of clarification, pose follow-up questions, and offer Group A's responses to their own questions. The groups will alternate their responsibilities from week to week.

**Review Papers (20% total/10% each):** Each student will pick **two weeks** during which they will write **1000-word overviews** of the readings. These overviews should not be exhaustive summaries of the readings. Instead, they should identify some of the common themes, key questions, and fundamental points of contention. These overviews will be shared with the class in order to help drive our discussions.

**Final Paper (40%):** By the end of the semester, each student will write a substantial paper. Students will have several options from which to choose, depending on what they find most beneficial to their professional development. (1) Students may choose to write a research paper in their particular field that employs the methods of intellectual history. (2) Students may choose to write a literature review that focuses on recent intellectual historical research in their particular geographical and chronological field. (3) Students may choose to pick a particular intellectual historian and examine the relationship between their theoretical approaches and their substantive historical research, exploring the extent to which their methods are actualized in their work. **All students should consult** with the instructor about their choice of final assignment **by November 11<sup>th</sup>**. The final assignment will be **due by Tuesday, December 15<sup>th</sup> at 2:30 PM** via Canvas.

### **COURSE POLICIES AND EXPECTATIONS:**

**Extensions and Late Penalties:** The penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

**Classroom Etiquette:** Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, focusing on ideas and not posing *ad hominem* arguments. As mentioned above, in case of Zoom meetings, I strongly encourage you to have the video turned on during class discussions.

**Diversity and Inclusiveness in the Classroom:** An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

**Contact:** The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond.

**Office Hours:** My office hours are **Mondays, 1:00–3:00PM, Wednesdays 1:00PM-2:00PM**, or by appointment. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

### **STATEMENT REGARDING ACADEMIC HONESTY:**

Students are expected to uphold the [Academic Honor Code](#) of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

### **COURSE EVALUATIONS:**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

### **UNIVERSITY RESOURCES:**

**Disability Accommodations:** Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

**UF Counseling and Academic Resources:** On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu)  
<https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

### **WEEK 1 (SEPTEMBER 2): INTRODUCTION TO THE COURSE**

- Richard Whatmore, *What Is Intellectual History?* (2016), 1–44
- Peter E. Gordon, “What Is Intellectual History? A Frankly Partisan Introduction to a Frequently Misunderstood Field,” *The Harvard Colloquium for Intellectual History* (2012), 1–19

### **WEEK 2 (SEPTEMBER 9): THE HISTORY OF IDEAS AND INTELLECTUAL HISTORY**

- Arthur O. Lovejoy, *Essays in the History of Ideas* (1948), xi–xv, 1–13
- Quentin Skinner, “Meaning and Understanding in the History of Ideas,” *History and Theory* 8 (1969): 1–53
- Leonard Krieger, “The Autonomy of Intellectual History,” *Journal of the History of Ideas* 34 (1973): 499–516
- Donald R. Kelley, *The Descent of Ideas: The History of Intellectual History* (2002), 1–8, 263–314
- Anthony T. Grafton, “The History of Ideas: Precept and Practice, 1950–2000 and Beyond,” *Journal of the History of Ideas* 76 (2006): 1–32
- Richard Whatmore, *What Is Intellectual History?*, 45–66
- Stefan Collini, “The Identity of Intellectual History,” in *A Companion to Intellectual History*, ed. Richard Whatmore and Brian Young (2016), 7–17

### **WEEK 3 (SEPTEMBER 16): THE HISTORY OF POLITICAL THOUGHT**

- J. G. A. Pocock, “The History of Political Thought: A Methodological Enquiry,” in *Philosophy, Politics and Society*, ed. Peter Laslett and W. G. Runciman (1962), 183–202
- J. G. A. Pocock, *Politics, Language, and Time: Essays on Political Thought and History* (1971), 3–42, 273–291
- Quentin Skinner, *Visions of Politics. Vol. 1: Regarding Method* (2002), 1–7, 27–56, 90–127
- David Runciman, “The History of Political Thought: State of the Field,” *British Journal of Politics and International Relations* 3 (2001): 84–104
- Duncan Kelly, “Intellectual History and the History of Political Thought,” in *A Companion to Intellectual History*, 141–154

### **WEEK 4 (SEPTEMBER 23): INTELLECTUAL HISTORY AND PHILOSOPHY**

- Richard Rorty, “The Historiography of Philosophy: Four Genres,” in Richard Rorty, Jerome Schneewind and Quentin Skinner, eds., *Philosophy in History* (1984), 49–76
- Mark Bevir, *The Logic of the History of Ideas* (1999), ix–xi, 31–77, 309–318
- Peter E. Gordon, “Continental Divide: Ernst Cassirer and Martin Heidegger at Davos, 1929 – An Allegory of Intellectual History,” *Modern Intellectual History* 1 (2004), 219–248
- Jan-Werner Müller, “On Conceptual History,” in *Rethinking Modern European Intellectual History*, ed. Darrin M. McMahon and Samuel Moyn (2014), 74–89
- Keith Tribe, “Intellectual History as *Begriffsgeschichte*,” in *A Companion to Intellectual History*, 61–70
- Leo Catana, “Intellectual History and the History of Philosophy: Their Genesis and Current Relationship,” in *A Companion to Intellectual History*, 129–140

### **WEEK 5 (SEPTEMBER 30): INTELLECTUAL HISTORY AND SOCIAL/CULTURAL HISTORY**

- Robert Darnton, "In Search of the Enlightenment: Recent Attempts to Create a Social History of Ideas," *The Journal of Modern History* 43, (1971): 113–132
- Roger Chartier, "Intellectual History or Sociocultural History? The French Trajectories," in *Modern European Intellectual History: Reappraisals and New Perspectives*, ed. Dominick LaCapra and Steven L. Kaplan, (1982), 13–46
- Daniel Wickberg, "Intellectual History vs. The Social History of Intellectuals," *Rethinking History* 5, no.3 (2001): 383–395
- Donald R. Kelly, "Intellectual History and Cultural History: The Inside and the Outside," *History of the Human Sciences* 15 (2002): 1–19
- Judith Surkis, "Of Scandals and Supplements: Relating Intellectual and Cultural History," in *Rethinking Modern European Intellectual History*, 94–111

### **WEEK 6 (OCTOBER 7): INTELLECTUAL HISTORY AND THE HISTORY OF THE BOOK**

- Robert Darnton, "What Is the History of Books?" *Daedalus* 111, no.3 (1982): 65–83
- "AHR Forum: How Revolutionary Was the Print Revolution?" *American Historical Review* 107, no.1 (2002): 84–128
- Ann M. Blair, "Reading Strategies for Coping with Information Overload ca. 1550–1700," *Journal of the History of Ideas* 64, no.1 (2003), 11–28
- Robert Darnton, "Discourse and Diffusion," *Contributions to the History of Concepts* 1 (2005): 21–28
- Quentin Skinner, "On Intellectual History and the History of Books," *Contributions to the History of Concepts* 1 (2005), 29–36
- Sydney Shep, "Books in Global Perspective," in *The Cambridge Companion to the History of the Book*, ed. Leslie Howsam (Cambridge: Cambridge University Press, 2015), 53–70
- Jacob Soll, "Intellectual History and the History of the Book," in *A Companion to Intellectual History*, 72–82

### **WEEK 7 (OCTOBER 14): INTELLECTUAL HISTORY AND THE HISTORY OF RELIGION**

- Peter E. Gordon, "The Place of the Sacred in the Absence of God: Charles Taylor's *A Secular Age*," *Journal of the History of Ideas* 69 (2008): 647–673
- John Coffey and Alister Chapman, "Introduction: Intellectual History and the Return of Religion," in *Seeing Things Their Way: Intellectual History and the Return of Religion*, ed. Alister Chapman, John Coffey, and Brad S. Gregory, (2009), 1–19
- Brad S. Gregory, "Can We 'See Things Their Way'? Should We Try?" in *Seeing Things Their Way*, 24–43
- John Coffey, "Quentin Skinner and the Religious Dimension of Early Modern Political Thought," in *Seeing Things Their Way*, 46–68
- Mark A. Noll, "British Methodological Pointers for Writing a History of Theology in America," in *Seeing Things Their Way*, 202–222
- David W. Bebbington, "Response: The History of Ideas and the Study of Religion," in *Seeing Things Their Way*, 240–255
- Sarah Mortimer, "Religion and Enlightenment," in *A Companion to Intellectual History*, 345–356

### **WEEK 8 (OCTOBER 21): INTELLECTUAL HISTORY AND OTHER DISCIPLINES**

- Donald Winch, "Intellectual History and the History of Economics," in *A Companion to Intellectual History*, 170–183
- John W. Cairns, "Intellectual History and Legal History," in *A Companion to Intellectual History*, 213–225
- John F. M. Clark, "Intellectual History and the History of Science," in *A Companion to Intellectual History*, 155–169
- John Tresch, "Cosmologies Materialized: History of Science and History of Ideas," in *Rethinking Modern European Intellectual History*, 153–167
- James Livesey, "Intellectual History and the History of Science," in *Palgrave Advances in Intellectual History*, ed. Richard Whatmore and Brian Young (2006), 130–143
- Suzanne Marchand, "Has the History of Disciplines Had Its Day?" in *Rethinking Modern European Intellectual History*, 131–146
- Warren Breckman, "Intellectual History and the Interdisciplinary Ideal," in *Rethinking Modern European Intellectual History*, 275–290

### **WEEK 9 (OCTOBER 28): POSTMODERNISM AND INTELLECTUAL HISTORY**

- Martin Jay, "Should Intellectual History Take a Linguistic Turn? Reflections on the Habermas-Gadamer Debate," in *Modern European Intellectual History*, 86–110
- John E. Toews, "Intellectual History after the Linguistic Turn: The Autonomy of Meaning and the Irreducibility of Experience," *American Historical Review* 92 (1987): 879–907
- Russell Jacoby, "A New Intellectual History?" *American Historical Review* 97 (1992): 405–424
- Dominik LaCapra, "Intellectual History and Its Ways," *American Historical Review* 97 (1992): 425–439
- Samuel Moyn, "Imaginary Intellectual History," in *Rethinking Modern European Intellectual History*, 112–126
- Edward Baring, "Intellectual History and Postculturalism," in *A Companion to Intellectual History*, 48–60

### **WEEK 10 (NOVEMBER 4): INTELLECTUAL HISTORY AND GENDER**

- Linda Kerber, *Toward an Intellectual History of Women* (1997), 41–62, 100–130
- Caroline Winterer, "Is There an Intellectual History of Early American Women," *Modern Intellectual History* 4 (2007), 173–190
- Mia Bay, Farah J. Griffin, Martha S. Jones, and Barabara D. Savage, "Introduction: Toward an Intellectual History of Black Women," in *Toward an Intellectual History of Black Women*, ed. Mia Bay, Farah J. Griffin, Martha S. Jones, and Barabara D. Savage (2015), 1–16
- Jon Sensbach, "Born on the Sea from Guinea: Women's Spiritual Middle Passage in the Early Black Atlantic," in *Toward and Intellectual History of Black Women*, 17–35
- Sherie N. Randolph, "Not to Rely Completely on the Courts: Florynce Kennedy and Black Feminist Leadership in the Reproductive Rights Battle," in *Toward and Intellectual History of Black Women*, 233–251
- Rachel Foxley, "Gender and Intellectual History," in *Palgrave Advances in Intellectual History*, 189–206



### **WEEK 11 (NOVEMBER 11): NO CLASS (VETERANS DAY)**

### **WEEK 12 (NOVEMBER 18): INTELLECTUAL HISTORY AND RACE**

- Paul Gilroy, *The Black Atlantic: Modernity and Double Consciousness* (1993), 1–40
- Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (2016), 1–11, 79–158
- Mamadou Diouf and Jinny Prais, “‘Casting the Badge of Inferiority Beneath Black Peoples’ Feet’: Archiving and Reading the African Past, Present and Future in World History,” in *Global Intellectual History*, ed. Samuel Moyn and Andrew Sartori (2013), 205–222
- Mia Bay, “The Battle for Womanhood is the Battle for Race: Black Women and Nineteenth-Century Racial Thought,” in *Toward and Intellectual History of Black Women*, 75–92
- Adolph Reed Jr. and Kenneth W. Warren, “Introduction” and “Conclusion,” in *Renewing Black Intellectual History: The Ideological and Material Foundations of African American Thought*, ed. Adolph Reed Jr. and Kenneth W. Warren (2010), vii–xi, 304–306
- Dean E. Robinson, “Black Power Nationalism as Ethnic Pluralism: Postwar Liberalism’s Ethnic Paradigm in Black Radicalism,” in *Renewing Black Intellectual History*, 184–209

### **WEEK 13 (NOVEMBER 25): NO CLASS, HAPPY THANKSGIVING!**

### **WEEK 14 (DECEMBER 2): GLOBAL INTELLECTUAL HISTORY AND THE *LONGUE DURÉE***

- David Armitage, “The International Turn in Intellectual History,” in *Rethinking Modern European Intellectual History*, 232–245
- Samuel Moyn and Andrew Sartori, “Approaches to Global Intellectual History,” in *Global Intellectual History*, 3–26
- Frederick Cooper, “How Global Do We Want Our Intellectual History to Be?” in *Global Intellectual History*, 283–292
- Andrew Sartori, “Intellectual History and Global History,” in *A Companion to Intellectual History*, 201–210
- David Armitage, “What’s the Big Idea? Intellectual History and the *Longue Durée*,” *History of European Ideas* 38 (2012): 493–507
- Martin Jay, “‘What’s the Big Idea?’: Ruminations on the Question of Scale in Intellectual History,” *New Literary Studies* 48 (2017): 617–41

### **WEEK 15 (DECEMBER 9): WHAT IS THE FUTURE OF INTELLECTUAL HISTORY?**

- Darrin M. McMahon and Samuel Moyn, “Introduction: Interim Intellectual History,” in *Rethinking Modern European Intellectual History*, 3–11
- Darrin M. McMahon, “The Return of the History of Ideas?” in *Rethinking Modern European Intellectual History*, 13–27
- Peter E. Gordon, “Contextualism and Criticism in the History of Ideas,” in *Rethinking Modern European Intellectual History*, 32–52
- Antoine Lilti, “Does Intellectual History Exist in France? The Chronicle of a Renaissance Foretold,” in *Rethinking Modern European Intellectual History*, 56–70

- “MIH Forum: The Present and Future of American Intellectual History,” *Modern Intellectual History* 9, (2012): 149–248
- Richard Whatmore, *What Is Intellectual History?*, 67–100

**FINAL PAPER DUE TUESDAY, DECEMBER 15<sup>TH</sup> AT 2:30PM**