

HISTORY 610: THEORY AND METHODS (HIST 610000 001, CRN 42188)
Fall 2020
Wednesdays, 3:30-6:20 PM
UNIV 119

Dr. Foray (she/her/hers)

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Student meeting hours for this course: Afternoons and early evenings by appointment, via dedicated Zoom link for this class

COURSE GOALS AND LEARNING OBJECTIVES

Required of all incoming graduate students, this course investigates the practices, problems, and implications of historical study today. It is not intended as a general historiography class, a kind of “greatest hits” of American, European, and Global History, nor does it focus a particular subject or region in history. Our endeavor is far more modest and yet far more challenging. Over the course of the semester, we will explore the historical profession as it exists in the United States today. We will examine different methodologies and approaches to studies of the past, but so too will we explore the professionalization of the discipline; the surfeit, and absences of historical “memory”; the creation, organization, and accessibility of archives; and the role of the historian in contemporary society.

Written assignments in this course will allow you to pursue your individual areas of interest and help prepare you for future research and writing, such as the semester-long research project you will undertake in your HIST 611 class this spring. By the end of the semester, you will have written a scholarly book review; created a body of material in the form of a writing journal; delivered a number of oral presentations; and produced a research plan to be implemented after the conclusion of our course.

COURSE MATERIALS

Please obtain complete copies of the books listed below, whether in paper or electronic form. You are welcome to borrow the books via Purdue Libraries or Interlibrary Loan, but, if you use this method, you will need to plan at least a few weeks ahead. If I have specified the edition, please make sure to obtain this particular version.

I have listed books in the order we will use them in class, beginning with those books we will read first (and may return to over the course of the semester). Other materials have been made available on Brightspace and are indicated as such with a “B” on our class schedule. Please bring to class your copy/copies of that day’s reading/s, in whatever form (paper/electronic) you have used to read the text.

- Katherine Pickering Antonova, *The Essential Guide to Writing History Essays*. Oxford University Press, 2020. ISBN 978-0-19-027116-9 and ISBN 978-0-19-027115-2

- J. Laurence Hare, Jack Well, Bruce E. Baker, *Essential Skills for Historians: A Practical Guide to Researching the Past*. Bloomsbury: 2020. ISBN 978-1-3500-0545-7
- Kevin M. Gannon, *Radical Hope: A Teaching Manifesto*. West Virginia University Press, 2020. ISBN 978-1-949199-50-5 and 978-1-949199-51-2
- John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*. Oxford University Press, 2004. ISBN-10: 0195171578 or ISBN-13: 978-0195171570
- Sarah Maza, *Thinking About History*. The University of Chicago Press, 2017. ISBN 978-0-226-10916-9 and 978-0-226-10933-6
- Jo Guldi and David Armitage, *The History Manifesto*. Cambridge University Press, 2014. ISBN-10: 110743243X or ISBN-13: 978-1107432437
- Ian Milligan, *History in the Age of Abundance: How the Web is Transforming Historical Research*. McGill-Queen's University Press, 2019. ISBN 978-0-7735-5696-6 and 978-0-7735-5607-3
- Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Johns Hopkins University Press, Reprint Edition of 2013. ISBN-10: 1421409887 or ISBN-13: 978-1421409887
- Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*. University of Pennsylvania Press, 2016. ISBN 978-0-8122-4822-7

ASSIGNMENTS AND ASSESSMENT

Your grade for the course will be assessed in accordance with the following assignments, as completed over the course of the semester.

Participation in class discussion (including bringing questions and comments to class and completing topic-specific tasks during our class meetings): 40%

- Our class discussions may occur in person, during our regular class time/space, or virtually, at a mutually-agreeable time/day as necessary. Please remain flexible as to the exact schedule, should external circumstances require us to reschedule or otherwise adjust.
- Participation in this class may take different forms, including asking and answering questions raised by assigned readings and other materials. At least once during the course of these semester, every student will serve as that class session's "recorder," writing notes and posting them to Brightspace so that we can create our own class archive of materials and discussions. For each class, come with at least one question (not a comment, but a question) about each reading and be prepared to raise this in class. Participation also comes in the form of presenting your work, reading and commenting upon others' work; contributing to our collection of electronic resources

(including our class Slack channel); and engaging in follow-up discussions, typically conducted via email or in office hours. Participation does not mean dominating these discussions or mocking others' ideas, interests, fields of study, and contributions to the study of history.

Book review and in-class presentation of this book/review process: 15%

- You will select and read a book in your field, and you will write an academic book review in accordance with our in-class discussions of the book review as genre.
- The review will be due in class on Wednesday, September 23, at which point you will also provide to the class a brief overview of your book and your review process. This will be a chance for you to present your work, in other words.

Research project write-up and in-class presentation: 15%

- In the final weeks of the semester, and with an eye towards the spring semester, you will formulate and discuss with members of the class a potential research topic to be explored further in HIST 611.
- In our last class meeting on Wednesday, December 2, we will discuss and critique your project ideas, and, two days later (Friday, December 4), you will turn in for my assessment a write-up of your planned project. This is not to be a formal research proposal per sé but an overview of your research question, sources, and logistical plan, as we will have discussed in class.

Regular journaling, including occasional write-ups, summaries, and discussions based on journal entries: 30%

- For the duration of the semester, you will keep a (private) journal to record your responses to our class readings, including questions and ideas to be explored in class or future research, as well as more general intellectual and personal reflections.
- These journals are writer-based: i.e., they are for your consumption only, unless you choose to share them with someone. I will not ask to see your journal, but, at certain points in the semester, you will be asked to craft summaries and other types of write-ups for my review. This includes a final summary, due at the conclusion of Finals Week (Friday, December 11).
- You should also expect to draw upon these journals during our discussions, although, again, you will retain sole ownership over your physical journals at all times.
- As a class, we will maintain a Google Doc containing possible questions and writing prompts that you may wish to address in your journal writing. This document will be linked on Brightspace. As an idea for inclusion occurs to you, please note it in this document, which should save automatically.

SCHEDULE

<p><u>Week 1: August 26</u></p> <ul style="list-style-type: none"> • Katherine Pickering Antonova, <i>The Essential Guide to Writing History Essays</i>: familiarize yourself with contents • J. Laurence Hare et al, <i>Essential Skills for Historians</i>: Preface/Introduction; review Glossary
<p><u>Week 2: September 2</u></p> <ul style="list-style-type: none"> • Kevin Gannon, <i>Radical Hope: A Teaching Manifesto</i> • Anne Lamott, selections from <i>Bird by Bird</i> (on Brightspace, henceforth B) • Mary Lynn Rampolla, Chapter 7: Quoting and Documenting Sources, from <i>A Pocket Guide to Writing in History</i>, 8th Edition (B) • J. Laurence Hare et al, <i>Essential Skills for Historians</i>: Chapters 1-3, 5
<p><u>Week 3: September 9</u></p> <ul style="list-style-type: none"> • Sarah Maza, <i>Thinking About History</i> • J. Laurence Hare et al, <i>Essential Skills for Historians</i>: Chapter 7
<p><u>Week 4: September 16</u></p> <ul style="list-style-type: none"> • John Lewis Gaddis, <i>The Landscape of History: How Historians Map the Past</i> • J. Laurence Hare et al, <i>Essential Skills for Historians</i>: Chapter 8
<p><u>Week 5: September 23</u></p> <p>Book review due</p> <ul style="list-style-type: none"> • Short oral presentations of book and review/review process
<p><u>Week 6: September 30</u></p> <ul style="list-style-type: none"> • Jo Guldi and David Armitage, <i>The History Manifesto</i> • AHR Exchange (3 separate pieces) on <i>The History Manifesto</i>: Editorial Introduction; Critique by Deborah Cohen and Peter Mandler; Reply by David Armitage and Jo Guldi (B)
<p><u>Week 7: October 7</u></p> <ul style="list-style-type: none"> • Ian Milligan, <i>History in the Age of Abundance: How the Web is Transforming Historical Research</i> • Lara Putnam, "The Transnational and the Text Searchable: Digitized Sources and the Shadows They Cast" (B)
<p><u>Week 8: October 14</u></p> <ul style="list-style-type: none"> • Carlo Ginzburg, <i>The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller</i>

Week 9: October 21**Mid-semester journal check-in due**

- J. Laurence Hare et al, *Essential Skills for Historians*: Chapters 4 and 6
- Samuel J. Redman, *Historical Research in Archives: A Practical Guide* (B)
- *The Atlantic* June 2012 exchange between Suzanne Fischer and Helena Iles Papaioannou regarding archival discoveries (B)
- Nicholas Till, “Out of office: on research leave in Florence” (B)
- Zita Cristina Nunes, “Cataloging Black Knowledge: How Dorothy Porter Assembled and Organized a Premier Africana Research Collection,” *Perspectives*, December 2018 (B)
- MJ Maynes and Leslie Morris, “Interrogating the Archive: Campus Controversy Becomes Part of International Graduate Seminar,” *Perspectives*, December 2019 (B)

Week 10: October 28

- Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*

Week 11: November 4

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*: Preface, Chapters 1-2 (B). Please note that the document containing these chapters’ endnotes also includes endnotes for all chapters in the book. For our purposes, you need only pages 1-11.
- Claire Wintle, “Decolonizing the Smithsonian: Museums as Microcosms of Political Encounter” (B)

Week 12: November 11

- Pierre Nora, “Between Memory and History: Les Lieux de Mémoire” (B)
- Aurélie Élisabeth Gfeller, “The Authenticity of Heritage: Global Norm-Making at the Crossroads of Culture” (B)

Week 13: November 18 (this is our last in-person meeting)

- *1619 Project*: contents and critiques (B)
- J. Laurence Hare et al, *Essential Skills for Historians*: Chapters 9 and 10

We will not meet the week of November 25, but sometime after our November 18 class meeting, you should read the following:

- Martha Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*: Chapters 1-3 (B)
- ShawnaKim Lowey-Ball, “History by Text and Thing,” *Perspectives*, March 2020 (B)

Week 14: December 2

- **Remote meeting (and last class meeting)**: Discussion of research projects, brief oral presentations of topics and potential sources

<p><u>Friday, December 4</u></p> <ul style="list-style-type: none"> • Research Plan due (midnight)
<p><u>Friday, December 11</u></p> <ul style="list-style-type: none"> • Final Reflection due (midnight)

CLASS POLICIES AND PROCEDURES

I will be holding class office hours (or student hours) via Zoom this semester, and we will schedule these by appointment, at a time/hour that best suits our (likely) changing schedules. Virtual meetings are not required, but they offer you an opportunity to check in, ask questions you might not be comfortable discussing in class, and explore potential research ideas, for example.

Especially because I will not be holding in-person office hours and meetings this semester, email will be the preferred mode of contact outside of regular classroom hours. Please feel free to contact me directly (i.e., not via Brightspace's email option) at any point. I will also create a class email list which I will use to send course-related announcements as needed. For this reason, I expect you to check your Purdue email account at least once a day. Please note, too, that important announcements concerning Purdue's Covid-19 response/changes necessitated by current virus conditions will likely arrive via email.

Please note that, because of FERPA regulations, I am unable to discuss grades with you via email or any other insecure setting. I am able to provide you with feedback during video conferences, however, and I will be happy to do so.

Perhaps more so this semester than any semester previously, it is important that we are able to remain in contact with one another. In order to facilitate immediate, informal group messaging and discussion, I will also create a dedicated Slack group ("workspace") for our class, which will use your Purdue email address. You are welcome to use this for any and all class-related matters, albeit with the knowledge that I will be participating in this Slack channel also. If you need to reach me about a confidential or sensitive matter (including grades), you should contact me via email in order to schedule a virtual meeting.

I have structured this course to allow for maximum flexibility with the hopes that you will be able to work independently using the resources at your disposal. As required by circumstances and local public health regulations, we may need to adjust our meeting format, days, and times, and we will do so together, in a way that best accommodates all participants. I do expect you to make every effort to attend and participate in our weekly meetings, but I ask that you do not attend if you are sick or have been in proximity with someone who is sick. Should we need to "remote" you into a meeting, please let me know with as much advance warning as is possible so that we may plan accordingly. Should we need to adjust course requirements, deadlines, and grading percentages, I will clearly articulate such changes and issue a revised syllabus as needed.

All written work completed for the course should be double-spaced, with 1 inch margins, and Times New Roman 12 pt. font. Footnoted citations should follow Chicago Manual of Style guidelines, as detailed in Chapter 7 of Rampolla, *A Pocket Guide to Writing in History*, 8th Ed.

UNIVERSITY POLICIES (FALL 2020 VERSION)

COVID-19-related information:

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (765-496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask in classrooms and campus building, at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

Your mental health matters:

I am especially committed to advancing the mental health and well-being of graduate students, and Purdue maintains numerous resources you may explore to these ends (although some might be modified/added over the course of the semester, I imagine). Now more than ever, I urge you to be proactive about cultivating and preserving mental and emotional health. Here are some resources at your disposal during your course of study at Purdue:

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack at <https://purdue.welltrack.com>. Sign in and find information and tools at your fingertips, available to you at any time.

- If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.
- If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

ETHICS, ACADEMIC INTEGRITY, AND INCLUSIVITY

As a community of historians, students, scholars, teachers, and writers, we are committed to uphold the standards of ethical, responsible scholarship. Intellectual and ethical violations, such as plagiarism, not only harm the individuals involved but threaten the very nature of this community. Throughout the course of the semester, we will discuss, together, these ethical standards, as articulated in Purdue’s Responsible Conduct of Research (RCR), the American Historical Association’s Standard on Statements of Professional Conduct, and other disciplinary organizations.

In both this course and in general, such intellectual and ethical violations include, but are not limited to, the following: failing to properly cite or indicate the words and ideas of someone else; having someone else write a paper and submitting it as one’s own; turning in a paper that has been purchased from a commercial research firm, essay bank, or other source; and “recycling” papers and assignments originally submitted for other classes. If you paraphrase, you should still include a citation from the original source, as we will discuss together. You are welcome to share and revise your writing with peer groups, peer tutors, and your professors, but you should not submit writing that others have revised for you, regardless of whether you have paid them for the service.

- If you have a question about ethical standards and responsible research, please consult with me first. Please note that those who engage in such practices should expect to fail the course. This is non-negotiable: if I find that you have committed academic dishonesty, you will fail the course—period. Please do not put yourself in this situation. In addition, I will carefully document and report the violation to the History Department Director of Graduate Studies, the Graduate School, and the Office of Student Rights and Responsibilities (OSSR). Any of these offices and individuals may enforce additional penalties.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

More details are available on our course Brightspace table of contents, under University Policies.

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due.