

**HIST 641: ADVANCE COLLOQUIUM IN HISTORICAL RESEARCH
FALL 2024**

Professor Tithi Bhattacharya

Instructor Pronouns: she/her/hers

Class Meetings: Thu: 3:00-5:50 PM
SCHLEMAN 317

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Office Hours: 11 am-12 noon Tue/Thu
Beerling 6176



Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.

COURSE DESCRIPTION

This seminar is for graduate students who are in the second year of the program. Students are exposed to the research strengths of select departmental faculty and encouraged to develop research profiles with a wide set of methodological tools. The course, with discussions by multiple members of faculty, will allow students to have a better sense of who they can choose as committee member and mentors, while simultaneously strengthening their own scholarly repertoires.

While discussing theoretical perspectives the course will also offer practical training in historical research, writing, and representation. Multiple faculty lectures will discuss historical debates and explore the discipline as a set of relationships to the past. The course will equip students in concrete ways of doing historical research such as how to identify archives and intervene in historiographic debates. Individual projects will be tailored toward students' research interests, building toward (or enhancing) the work they completed in 610 and 611.

LEARNING OUTCOMES

- Students will gain a deeper understanding of the discipline of history and historical methods.
- Students will learn to compare primary and secondary source documents from multiple perspectives.
- Students will foster strong skills on how to craft an original argument and research proposal.
- Students will learn to negotiate big-picture issues about the discipline including, but not limited to, in what ways history differs from other disciplines, how conceptions of the past have evolved over time, and how the past is remembered or forgotten.

COURSE EXPECTATIONS

- Active engagement in our weekly discussions. You are expected to have read the assigned material carefully in advance and to have assigned written materials prepared to workshop during classes.
- Collaboration with peers. You are expected to support your fellow graduate students and provide peer review and feedback on their materials.

ASSESSMENT METHODS

- Student work will be peer reviewed and graded by the instructor.
- Participation: 50% of the final grade
- Final Paper: 50%
- Passing the course will be based in equal parts on class participation and the production of a historiographical paper on a select topic.

HOW THE CLASS WILL WORK

For the **READINGS ONLY WEEKS** teams of **two** students will present the readings to the class. The goal is to situate our assigned readings within a broader historical context. By doing so, you'll introduce the class to a wider range of issues and how historians have studied them over time. As part of this exercise, feel free to add one or more relevant titles to the reading list. These expanded lists will be a valuable resource for the final writing assignment and for you as you prepare for prelims. Each student will have to do **TWO** of these presentations.

Presentation and Discussion

Presenters should bring a set of four or five thoughtful questions about the readings to class. These questions, written as short paragraphs, should explore both the content of the readings and the historical methods used.

For the weeks where we have faculty presenters, the whole class will meet a week in advance outside of class hours and prepare a set of questions for the faculty member.

For the questions: focus on interpretation rather than simple facts. Consider how authors frame their arguments and what's at stake in their claims. Good questions encourage discussion and don't have easy yes-or-no answers. Use phrases like "how," "why," "in what sense," and "what is at stake in..." to guide your inquiry.

Participation 50%

Your contributions to class discussions will be evaluated based on their quality, not quantity.

Historiography Review Essay 50%

This paper should focus on your research interests and provide an overview of 4-5 relevant monographs. Please meet with me by **Week 8** to discuss your chosen topic. The final essay must be submitted electronically through Brightspace. The paper should be 15 to 20 pages long. Use the standard 12-point Times New Roman.

SCHEDULE OF TOPICS AND WEEKLY ASSIGNMENTS

Week 1: August 22: Introduction

Week 2: August 29: What is history? Constructing an Approach to the Past

Reading Assignments:

- **Geoff Eley, *A Crooked Line: From Cultural History to the History of Society***
- Michel-Rolph Trouillot, "Revolution as Non-Event," *Silencing the Past: Power and the Production of History*. Beacon, 1997, pp. 70-107
- E.H. Carr, "The Historian and his Facts," in *What is History* (Penguin, 1964), pp. 7-30.

Week 3: September 5: The Archive

Reading Assignments:

- **Ann Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton: Princeton University Press, 2010)**
- Anjali Arondekar, *For the Record: On Sexuality and the Colonial Archive in India* (Durham: Duke University Press, 2009)
- Carolyn Steedman, "'Something She Called a Fever': Michelet, Derrida and Dust (or, In the Archives with Michelet and Derrida)" *American Historical Review*, Volume 106 no. 4 (October 2001):1159-1180

Week 4: September 12: History of Science and Medicine POOL QUESTIONS

Reading Assignments:

- **Wendy Kline, *Exposed: The Hidden History of the Pelvic Exam***
- Michelle Lynn Labonte, "The Mist Tent: An Analysis of Therapeutic Change in the History of Cystic Fibrosis Care," *Bulletin of the History of Medicine*, V92, 3 (2018)

Week 5: September 19: Media Studies: Old and New Media POOL QUESTIONS

Reading Assignment:

- **Kathryn Brownell, *24/7 Politics: Cable Television and the Fragmenting of America from Watergate to Fox News***
- David Greenberg, "Do Historians Watch Enough TV" in *Doing Recent History*, ed. Renee Romano and Claire Potter
- Roundtable on Greenberg's article here: [Do Historians Watch Enough TV?](#)

[| C-SPAN.org](http://C-SPAN.org)

Week 6 OFF THINK ABOUT YOUR FINAL ESSAY

Week 7: October 3: Borderlands POOL QUESTIONS

Reading Assignments:

- **David Atkinson, *The Burden of White Supremacy: Containing Asian Migration in the British Empire and the United States.***
- Paul Kramer, "The Geopolitics of Mobility: Immigration Policy and American Global Power in the Long Twentieth Century," *The American Historical Review*, 123, 2 (April 2018): 393-438
- Katharine M. Donato, Donna Gabbacia, Jennifer Holdaway, Martin Manalansan IV, Patricia Pessar, "A Glass Half Full? Gender in Migration Studies," *The International Migration Review* 40, 1, Gender and Migration Revisited (Spring 2006): 3-26.

Week 8 OFF: ONLINE APPOINTMENTS TO DISCUSS FINAL PAPER

Week 9: October 17: Primary Source Workshop

Week 10: October 24: Digital Humanities POOL QUESTIONS

Reading Assignments:

- **Stewart, Spencer and Eliza McKinney. "Who Tells Your Story? Analyzing a Century of Utah History." *Utah Historical Quarterly* 91, no. 1 (2023). <https://doi.org/10.5406/26428652.91.1.04>**
- Adam Crymble, "The Origin Myths of Computing in Historical Research" in *Technology and the Historian: Transformations in the Digital Age* (University of Illinois Press, 2021), pp. 17-45.
- Jo Guldi, "The Revolution in Text Mining for Historical Analysis is Here," *AHR* 129, no. 2 (2024): 518-543.

Week 11: October 31: Methodological Nationalism and Beyond

Reading Assignments:

- **Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (New York: Verso Press, 2006) [1983]**
- Prasenjit Duara, *Rescuing History from the Nation* (Chicago: University of Chicago Press, 1995)
- Sunil Amrith, *Unruly Waters: How Rains, Rivers, Coasts, and Seas Have Shaped Asia's History*

Week 12: November 7: Gender and Women's History

Reading Assignments:

- **Joan Wallach Scott, *Gender and the Politics of History* (New York: Columbia University Press, 1988).**
- Diane Paton, "Gender History, Global History, and Atlantic Slavery: On Racial Capitalism and Social Reproduction" *The American Historical Review*, Volume 127, Issue 2, June 2022, Pages 726–754
- Mrinalini Sinha, "A Global Perspective on Gender: What's South Asia got to do with it?"

Week 13: OFF: WRITING BREAK FOR FINAL PAPER**Week 14: November 21: Environmental History POOL QUESTIONS**

Reading Assignment:

- **Frederick Rowe Davis, *Banned: A History of Pesticides and the Science of Toxicology*.**
- Tamara Giles-Vernick, *Cutting the Vines of the Past: Environmental Histories of the Central African Rain Forest* (Charlottesville: University of Virginia Press, 2002).

Week 15-16: Developing Individual Essays