

HISTORY 293
THE UNDERGRADUATE SEMINAR IN HISTORY
FALL 2019

Section 1: Tuesday, 1:30-4:00pm
Gilman 219

Professor Tamer el-Leithy
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Office Hours: Wednesday 4-5:30pm

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Section 2: Wednesday, 1:30-4:00pm
Gilman 75

Professor Elizabeth Thornberry
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Course Description and Objectives

This year-long course is part seminar, part workshop. It provides an opportunity to design and execute an in-depth investigation of a historical subject that interests you. Faculty advisors, librarians, and teaching assistants will guide you through the process of creating an original essay of article length. We'll proceed step by step, defining a topic, finding and interpreting sources, and structuring an argument and a narrative.

The seminar will operate as a working group and a pool of resources. Although each of you will be working on an individual project, an essential component of the course is sharing your work, engaging with the ideas and research of other students and building class discussions. Whatever time period, part of the world, or type of history you wish to investigate, all historians face similar problems of research, writing and interpretation. Discussing them and sharing and comparing your experiences will form an invaluable part of your research process and of the seminar.

Over the course of the first semester, you will produce an in-depth research proposal, including the primary and secondary sources you will use to write your paper. This proposal will provide the foundation for completing your research project during the second semester.

The course outline below lays out the steps we will take during the first semester. We will begin by reading model works of history and dissecting their methods, sources, and narrative strategies. We will examine how historians debate one another, and how different approaches to the study of the past lead to disputes, further research, and divergent conclusions. We will also discuss research and writing practices and strategies, aimed at helping you with the technical aspects of producing a first-rate paper. In doing this, we will seek the advice of librarians and other faculty members, and encourage you to do the same.

During the early weeks of the semester, you should be looking for the subject of your own original research and identifying a set of sources with which to investigate it. The last month of the semester will focus on the preparation of your research proposal, including a bibliography of apposite primary and secondary sources. Both Professor el-Leithy and Professor Thornberry are available for regular consultation about your topic, as are your teaching assistants, Faisal Abdualhassan and Oriol Regue Sendros, and the academic liaison librarian for History, Margaret Burri. You are required to make an appointment to meet with your professor and/or TA at least twice: once before submitting your primary source analysis and another time before revising your research proposal (see below for due dates). You are strongly encouraged to meet with us more often. You may also wish to schedule an appointment at the Writing Center (<http://krieger.jhu.edu/writingcenter/>) at some point before the end of the semester.

Assignments

1. Identify your topic (1 paragraph, including research questions) and submit a primary source (or several) relevant to your topic. In 2-3 paragraphs, explain how you found it and identified it as especially valuable for your topic (Due September 27th).
2. A 5-7 page analysis of a primary source pertinent to your topic (Due October 25th).
3. A research proposal of 8-10 pages, including the following components: an introduction and formulation of the historical question(s) you wish to answer; a survey of the major secondary sources; the identification and assessment of your primary sources; a description of your approach to the material, and your final bibliography (Due November 15th).
4. Revised research proposal, incorporating instructor feedback (Due December 13th).

Grades and assessment

Written work must be clearly and cogently organized, well written, proofread, and on time (late work is not acceptable). All assignments should be submitted via Blackboard, by 5 pm on the due date.

- Class participation (including attendance): 30%
- Primary source identification: 10%
- Primary source analysis: 20%
- Research Proposal: 20%
- Revised Research Proposal: 20%

Your grade for class participation includes attendance in class, evidence of having fully prepared for the day's class, and willingness to contribute your ideas to the class discussion. Life happens, so everyone is credited with 1 free absence from class—no excuses necessary. After that, you can expect your class participation grade to drop by 10 points for each absence. Exceptions to this policy will be made only in the case of serious and documented extenuating circumstances (such as illness or religious observances). If you find speaking up during discussions difficult, please come to your professor or TA's office hours as soon as possible so that we can discuss strategies to help you work on this important skill.

Blackboard page

This syllabus will be posted on Blackboard and updated as needed. Please also check Blackboard regularly for announcements, assignment prompts and links to electronic texts and images.

Disability Services: Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Academic Integrity: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of student affairs and/or the chairman of the Ethics Board beforehand. See the guide on "Academic Ethics for Undergraduates" and the Ethics Board Web site (<http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#UAEB>) for more information. Plagiarism detection software may be used in this course.

Weekly Course Schedule

Week 1. September 3rd/4th – Introduction

In-class discussion of primary sources:

- Two versions of a speech by Sojourner Truth (19th c.)
 - A conversion account: the arrival of Islam in Indonesia (15th c.)
 - Court record from early-20th-century South Africa
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Week 2. September 10th/11th – Doing History

Farge, Arlette. *The Allure of the Archives* (2013 [1989]).

Week 3. September 17th/18th – The Idea of History

Trouillot, Michel-Rolph. *Silencing the Past. Power and the Production of History* (1995).

Bloch, Marc. *The Historian's Craft* (1944). selections

Week 4. September 24th/25th – Into the Archive

Burns, Kathryn. *Into the Archive. Writing and Power in Colonial Peru* (2010), Introduction + chaps. 3 and 5 (pp. 1-19, 68-94, and 124-147).

Stoler, Ann Laura. "Colonial Archives and the Arts of Governance," *Archival Science* 2 (2002): 87-109.

Fuentes, Marisa J. *Dispossessed lives: enslaved women, violence, and the archive* (2016), Introduction and chap. 1 (pp. 1-45)

Week 5. Oct 1st/2nd: Library Visit

Week 6. October 8th/9th – Out of the archives: Oral history, Materiality, Images

Elizabeth Lambourn. *Abraham's Luggage. A social life of things in the medieval Indian ocean world* (2018), Introduction + chaps. 4, 7, and 9 (pp. 1-36; 104-128; 189-219, and 240-251).

White, Luise. *Speaking with vampires. Rumor and History in Colonial Africa* (2000), pp. 3-53 and 151-174.

Kim, Yumi. "Seeing Cages: Home Confinement in Early Twentieth-Century Japan," *Journal of Asian Studies* 77 (2018): 635-658.

Maciejko, Pawel. "Portrait of the Kabbalist as a Young Man" (unpublished paper)

Week 7. October 15th/16th – Nationalism and print-capitalism

Benedict Anderson. *Imagined communities. Reflections on the origin and spread of Nationalism* (1983).

Lynn Thomas. "The Modern Girl and Racial Respectability in 1930s South Africa," *Journal of African History* 47 (2006), pp. 461-90.

Week 8. October 22nd/23rd – Political Economy, Capitalism

Thompson, E. P. *The Making of the English Working Class* (1963), Preface and chap. 6.

Marx, Karl. *The 18th Brumaire of Louis Napoleon*.

Week 9. October 29th/30th – Subaltern Studies

Guha, Ranajit. “On some aspects of the Historiography of Colonial India” *Subaltern Studies* 1 (1982): 1-8.

Guha, Ranajit. “The Prose of Counterinsurgency” *Selected Subaltern Studies*, pp. 45-86.

Mani, Lata. “Contentious Traditions: The Debate on Sati in Colonial India” *Cultural Critique* 7 (1987): 119-156.

Week 10. November 5th/6th – Empire

Berry, Sara. “Hegemony on a Shoestring: Indirect Rule and Access to Agricultural Land” *Africa: Journal of the International African Institute* 62 (1992): 327-355.

Ho, Engseng. “Empire through Diasporic Eyes: A View from the Other Boat” *Comparative Studies in Society and History* 46 (2004): 210-46.

Rothman, E. Natalie. “Interpreting Dragomans: Boundaries and Crossings in the Early Modern Mediterranean” *Comparative Studies in Society and History* 51 (2009): 771-800.

Subrahmanyam, Sanjay. “A Tale of Three Empires: Mughals, Ottomans, and Habsburgs in a Comparative Context,” *Common Knowledge* 12 (2006): 66-92.

Week 11. November 12th/13th – Orientalism

Said, Edward. *Orientalism* (1978).

Sewell Jr., William H. *Logics of History: Social Theory and Social Transformation* (2005), chap. 5, “The Concept[s] of culture” (pp. 152-174).

Week 12. November 19th/20th – Cultural Histories of the State

Foucault, Michel. *Discipline and Punish. The Birth of the Prison* (1975).

Raman, Bhavani. *Document Raj. Writings and Scribes in early colonial south India* (2012), chap. 6, “Addressing the Raj” (pp. 161-191).

Tani, Karen M. “Welfare and Rights before the Movement: Rights as a Language of the State” *Yale Law Journal* 122 (2012): 316-383.

Laquer, Thomas. “Bodies, Details, and the Humanitarian Narrative” in Lynn Hunt, ed., *The New Cultural History* (1989), pp. 176-204.

Week 13. Thanksgiving Break – No Class.

Week 14. November 19th/20th – Microhistory

Ginzburg, Carlo. *The Cheese and the worms. The Cosmos of a Sixteenth-Century Miller* (1976).

Darnton, Robert. *The Great Cat Massacre and other episodes in French cultural history* (1984), chap. 2 “Workers revolt: The Great cat massacre of the Rue Saint-Séverin” (pp. 75-105).

Jill Lepore, “Historians Who Love Too Much: Reflections on Microhistory and Biography,” *Journal of American History* (2001): 129-144.