Graduate Seminar in History
Historiography: The Archive
Hist. 5310-001

Dr. Sandrine Sanos
W 7:00pm-9:30pm, BH 111
Office: FC 268
Office Hours: by appointment during these hours
T 2:00-3:30pm, W 3:00-6:00pm, Th 1:30pm-3:30pm
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Course Outline

The archive is rarely interrogated though it is foundational to the practice of the historical discipline. Yet, as both object and practice, the archive is neither self-evident nor neutral. Its existence relies on historians’ understanding of and investment in the status of documents that are deemed proper archives. Archives come into being through institutions, regulations, and codes and are read through the assumptions embedded in historical writing regarding the notions of fact, evidence, and interpretation. While the writing of history often demands that practitioners 'forget' the making and production of archives, thinking about how and why we write history demands we explore the very foundations of our discipline. This course will explore how "archives around the world are policed, manipulated, experienced," and naturalized in order to investigate some of the central principles (objectivity, interpretation) that organize the historical profession and that have been the subject of debates, discussions, reflections and controversies.

Course Readings

Required Readings:

All other required readings (articles, chapters) will be available through electronic reserve (Bell Library). Some of the required books will also be on reserve at the library.

Please be aware this is a provisional course syllabus and may be subject to change

**Recommended Readings:**
Anjali Arondekar. *For the Record: On Sexuality and the Colonial Archive in India* (Duke University Press, 2009)
Nupur Chaudhuri et al. (eds.). *Contesting the Archives: Finding Women in the Sources* (University of Illinois Press, 2010).

**Student Learning Outcomes**

- to read, become familiar with, synthesize and analyze scholarly work (evaluated by: presentation, leading class discussion, class participation)
- to produce critical essays reflecting on the assigned readings and the issues raised in class (evaluated by: response papers and final paper)

**Course Assignments**

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<th>Assignment</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Presentation &amp; Discussion</td>
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<td>Response Paper #1</td>
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Guidelines for Course Assignments

Participation:
A graduate seminar is not one where the professor ‘teaches’ in the traditional manner. The discussion is driven by graduate students—you—and participation is therefore crucial. Participation is assessed in the following way:
you must make substantial comments in class and show that you have read the reading and have insights, questions, queries, and reflections.

Please be aware that the reading and writing load in a graduate class is intensive and does not resemble that of an upper-level history class. Additionally, you are to take charge of your work and of your participation. Graduate classes require self-discipline and autonomy.

Presentation & Discussion:
For each class with reading (aside from the first two weeks from Aug. 29 to Sept. 05), 2 students will give a presentation and lead discussion on the readings assigned.
The presentation should outline:
- the argument (thesis) of the book or articles and major points of the readings
- situate them in a larger context of issues discussed and the historiography
- offer some critical analysis of the arguments. Useful questions: what sort of historical evidence does the author use? Is the argument convincing? What are its theoretical and/or methodological foundations and/or assumptions? What are its implications?
- Obviously these questions should relate to the overarching theme of our course, namely the object and practice of the archive.

Leading Discussion should:
- involve you preparing questions for discussion
- questions should suggest ways to relate the assigned readings to one another and to other issues discussed in class.
- questions should ask us to focus on particular aspects of the argument or of the demonstration that seem especially thought-provoking and interesting.
- There is never one right answer to a question or just one way of understanding the assigned readings. The idea is to suggest ways of thinking and confront different interpretations.

You are encouraged to come and see me ahead of time to discuss your plans for the presentation & discussion.
You will have to email the questions for discussions to the entire class the day before, so that everyone can take a look at them and prepare accordingly for discussion.

Response papers:
You will be asked to hand in 8 response papers on the weekly topics of your choice.
The syllabus indicates 9 sessions during which you can hand in a response paper, but you must complete only 8. You will be graded for all but only 5 will be recorded for your grade.

The paper will require you to bring in conversation at least 2 out of the 4 articles you have read under one topic, or on the one book you have read, and to show how they can be understood.

In this paper, you should:
- have a short synopsis (summary of the argument)
- highlight the main issues that the work(s) bring(s) up
- make connections with larger issues discussed
- reflect upon the ways in which these contribute to the historiography
- offer your understanding of how this affects the writing of history.

The paper must be a minimum of 3 double-spaced pages and no more than 4 double-spaced pages.

You may write on any topic or frame of your liking.

**Peer-editing:**
You are all scholars in training which means you should be able to engage each other’s written work.

For every response paper, you will have an assigned editor who will comment and provide feedback on how to improve your paper:
- You—the author—must send your paper to your editor—more than 24 hours ahead of time.
- The editor will read your paper and provide you with comments (on the content and the format).
- The author will staple the editor’s comments to their response paper and you will also be evaluated according to your ability to integrate comments and revise accordingly.

When taken seriously, this is a very productive exercise.

Scholarly work is always revised and is never produced in isolation.
This is not an optional exercise, and failing to do so (as author or editor) will affect your grade.

**Final Paper:**
You will be asked to write a lengthy critical & historiographical paper on a topic of your choosing using the materials read in class as well as independent research. Guidelines will be distributed later on during the semester.

**Best Practices for a Graduate Seminar**

**Graduate Class structure:**
All classes will involve discussion. They will be student-led.
I may lecture if I deem it necessary but that will be very infrequent.
You must therefore do your reading regularly and consistently and be prepared to discuss your reading.
Best Practices for Class participation:
Participation in class is crucial.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions:
- You will be expected to have done the reading.
- You are expected to bring the reading to class (book, online document)

Because a graduate seminar relies essentially on discussion where students engage one another and share their interpretation of the works read, the class space must be a pleasant, exciting, and rewarding one where all can participate equally.
This means that:
- students are expected to be respectful of each other in demeanor, tone, and behavior.
- You should not interrupt someone who is talking.
- Pay attention to others before you speak: be aware of the discussion.
- On the other hand, you are not speaking only to me, the professor, but to one another.
- The tone of the discussion can be animated and passionate but you should never be aggressive or dismissive of other peoples’ interpretations or remarks.
- Please turn off your cell phones before class.
- You are expected to stay in class while it is taking place (ie. no cigarette breaks outside of the official break).
- You are expected to come to class on time.

Rude or inconsiderate behavior and remarks will not be tolerated and I will ask you to leave if you exhibit such behavior.
I reserve the right to ask you to leave if I feel you are not following these best practices.
Following those indicates you being respectful towards your peers and myself.

Class Attendance:
Students are expected to attend all class sessions:
Attendance is part of your participation grade.
More than one unjustified absence will result in an F for your participation grade.
A justified absence is one due to illness, work conflict, jury duty, etc.: please make sure to bring documentation.
Please be aware that irregular attendance usually makes it difficult to do well in this class.
It is your responsibility to make sure you keep up with the work done when absent.

In general and for all matters, a policy of honesty is usually the wisest in communicating with me.

Academic Affairs
**Disability:** The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or go and visit the office: Driftwood 101.

**Academic Dishonesty:**
There will be a no-zero tolerance policy on PLAGIARISM. Plagiarism will not be tolerated and means you will be failed for the entire course. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism.
To avoid plagiarism: always be safe rather than sorry! Cite (provide quotation marks, citation in MLA, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper.
For best practices, see: http://owl.english.purdue.edu/owl/resource/589/03/
Note: wikipedia does not constitute an academic source that you may use.

How to cite Chicago-Style: you can find guidelines for Chicago citation style on the website of the HISTORY AREA: “HISTORY AREA GUIDELINES.

**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu) who is located on the second floor of Driftwood. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~advising

**Grade Appeal Process:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see: University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at: http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Course Outline

Week 1

Aug. 22
Discussion & Overview of the syllabus

Week 2

Aug. 29
Reading: Smith, The Gender of History (chapters)

Week 3

Sept. 05
Reading: Freud, Derrida, Foucault, Ricoeur in: Merewether (ed.) The Archive

Week 4

Sept. 12
Reading: Ghosh, "Decoding the Nameless" (PDF)
Perry, "Finding Fatima," (PDF)
Sweets, "Mistaken Identities?" (PDF)
Spivak, "The Rani of Sirmur, in Merewether (ed.), The Archive
Response Paper due in class

Week 5

Sept. 19
Reading: Burton, Archive Stories: Part I
Response Paper due in class

Week 6

Sept. 26
Reading: Burton, Archive Stories: Part II
Response Paper due in class

Week 7

Oct. 03
Reading: Burton, Archive Stories: Part III
Week 8

Oct. 10
NO CLASS

Week 9

Oct. 17
Reading: Burns, *Into the Archive* (chapters)
Response Paper due in class

Week 10

Oct. 24
Reading: Stoler, *Along the Archival Grain* (chapters)
Response due in class

Week 11

Oct. 31
Reading: Struk, *Photographing the Holocaust*
Response Paper due in class

Week 12

Nov. 07
Reading: Steedman, *Dust*
Response due in class

Week 13

Nov. 14
Reading: Scott, chapter in *The Fantasy of Feminist History* (PDF)
Cvetkovich, chapter in *An Archive of Feeling* (PDF)
Kafka, "From the Desk of Roland Barthes" (PDF)
Arondekar, chapter in *For the Record* (PDF)
Response Paper due in class

Week 14

Nov. 21
NO CLASS: Individual meetings to be scheduled in preparation for the final essay

Week 15

Nov. 28
NO CLASS: Students should meet with their peer-editor to review one another's drafts.

Week 16

Dec. 06:
HAND IN FINAL ESSAY