Graduate Seminar in History
The Archive
Hist. 5310-001
Fall 2016

Dr. Sandrine Sanos
T 7:00pm-9:30pm, CS 108
Office: FC 268
Office Hours: by appointment during these hours
W 2:00-5:00pm, Th 12:30-1:30pm & 3:30-4:30pm
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Course Outline

What is the archive? A set of papers? Of documents? An institution? The archive is foundation to the practice of history, to the constitution of states as well as individuals' histories. We often assume archives hold the truth about how things really were, by providing us with tangible empirical evidence. The more archival evidence we hold, the closer we get to the truth—or so the story goes. We rarely interrogate “the archive.” 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 are made: they come into being through institutions, regulations, and codes. They are interpreted according the assumptions embedded in historical writing regarding the notions of fact, evidence, and interpretation. The writing of history often demands that practitioners 'forget' the making and production of archives, yet thinking about how and why we write history demands we explore the very foundations of our discipline.

This course is not designed to teach how to engage in archival research. It 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:
Kathryn Burns. Into the Archive: Writing and Power in Colonial Peru (Duke UP, 2010)
Michelle Caswell, Archiving the Unspeaking: Silence, Memory and the Photographic Record in Cambodia (Wisconsin UP, 2014)
Carolyn Steedman. Dust: The Archive and Cultural History (Rutgers UP, 2002)
Trouillot, Michel-Rolph, Silencing the Past: Power and the Production of History (Beacon Press, 1995).

All other required readings (articles, chapters) will be available on reserve at the library.
Please be aware this is a provisional course syllabus and may be subject to change

Recommended Readings:
I strongly encourage you read some of the following recommended readings
Anjali Arondekar. *For the Record: On Sexuality and the Colonial Archive in India* (Duke UP, 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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<td>Participation</td>
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<td>Presentation &amp; Discussion</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. 30 to Sept. 06), 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 me the questions by Sunday so I can give you feedback and advice.

Response papers:
You will be asked to hand in 10 response papers on the weekly topics of your choice.
The first two (on September 13 and 20) will be “practice” papers so you can familiarize yourself with the exercise. They will be graded but I will not record the grades.
The 8 remaining response papers will be graded.
At the end of the semester, you can tell me which 5 grades you want recorded.

Summary:
10 response papers to hand in.
2 ungraded papers
8 graded papers
only 5 graded papers are recorded

What is a Response Paper?
It is NOT a book summary or a book review.
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 you critically analyze it.
This means you MUST take a position on how to think about the book or articles’ insights for the writing of history.

In this paper, you should:
- have a short synopsis in one paragraph (summary of the argument)
- highlight the main issues/concepts that the work(s) bring(s) up
- make connections with larger issues discussed in class
- 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, issue, 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.

Archive Paper:
You will be asked to write a critical & historiographical paper that reflects on the conceptual and critical uses of the archive.
You will choose a previous research undergraduate or graduate paper where you used an archive of some sort. You will reflect on how you used the archive, using some of the readings and topics in this class. Think of this paper as the opportunity to complicate and reflect on your work as a historian.

Best Practices for a Graduate Seminar

Graduate Class structure:
All classes will involve discussion. They will be student-led.
Every class, I will use the last 20 minutes to wrap up our discussion and suggest connections and themes.
A good class is one when, during the student-led discussion, I say little. As your professor, I am interested in how you think and analyze the readings not in how I “teach” you how to think about it. I will intervene to help discussion leaders, redirect, correct a clear misunderstanding or alert the class to a theme or issue that has been overlooked or if the reading has not be done. That is all!
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 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. No exceptions.
- You are expected to stay in class while it is taking place (i.e., no cigarette breaks outside of the official break, no bathroom breaks or anything of the like).
- 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.
If you miss more than 2 weeks of classes for unjustified reasons (2 classes), you will fail the class.
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 Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac.

**Disability Services**
The Americans with Disabilities 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**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 Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper.

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

ALWAYS CHECK WITH YOUR PROFESSOR: THESE ARE GENERAL GUIDELINES AND EVERY PROFESSOR HAS PARTICULAR REQUIREMENTS THAT MAY VARY FROM ONE CLASS TO ANOTHER.

Grade Appeals Process

Students who feel they have 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. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Course Outline

Week 1

August 30
Discussion & Overview of the syllabus
Choice of discussion leaders for the semester (you may have to lead discussion twice)

Week 2

Sept. 06
Reading: Smith, The Gender of History, introduction, Ch. 3, Ch. 4, Ch. 5

Week 3

Sept. 13
Reading: Trouillot, Silencing the Past (entire book)
Response Paper due in class

Week 4

Sept. 20
Reading: Derrida in: Mereweather (ed.) The Archive
      Ghosh, "Decoding the Nameless" (reserve)
Perry, "Finding Fatima," (reserve)
Sweets, "Mistaken Identities?" (reserve)
Response Paper due in class
Week 5

Sept. 27
Reading: Burton, *Archive Stories*: Ghosh, Robertson, Ballantyne, Milligan
Response Paper due in class

Week 6

Oct. 04
Reading: Burton, *Archive Stories*: Randolf, Ramirez, McCormick, Perry
Response Paper due in class

Week 7

Oct. 11
NO CLASS (Dr. Sanos on book tour)
Recommended: watch the documentary film *The Flat* (Arnon Goldfinger, 2011) –available on Netflix

Week 8

Oct. 18
Reading: Burns, *Into the Archives* (entire book)
Response Paper due in class

Week 9

Oct. 25
Reading: Stoler, *Along the Archival Grain* (select chapters to be announced)
Response Paper due in class

Week 10

Oct. 28
Reading: Steedman, *Dust* (entire book)
Response Paper due in class

Week 11

Nov. 01
Reading: Leff, *The Archive Thief* (entire book)
Response due in class
Week 12

Nov. 08
Reading: Caswell, Archiving the Unspeakable (entire book)
Response Paper due in class

Week 13

Nov. 15
Reading: Weld, Paper Cadavers (entire book)
Response Paper due in class

Week 14

Nov. 22
NO CLASS: Reading Day & THANKSGIVING

Week 15

Nov. 29
Reading:
Brian Connolly, Against Accumulation (reserve)
Joan W. Scott, The Fantasy of Feminist History, introduction & epilogue (reserve)
NO RESPONSE PAPER

Week 16

Dec. 06
FINAL CLASS MEETINGS
Assignment: you will have to bring to class an abstract and/or outline of what you plan to write on for your final essay as well as a list of readings you will use for your critical reflection. You will be expected to comment on your classmates’ work.
[PLEASE BRING A HARD COPY OF THE RESEARCH ESSAY YOU WILL BE REFLECTING ON]

Dec. 09:
Hand in Historiographical Essay on the Archive