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:
Kathryn Burns, Into the Archive: Writing and Power in Colonial Peru (Duke University Press, 2010)
Michelle Caswell, Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia (Wisconsin UP, 2014)
Trouillot, Michel-Rolph, Silencing The Past: Power and the Production of History (Beacon Press, 1995)
Kirsten Weld, Paper Cadavers: The Archives of Dictatorship in Guatemala (Duke UP, 2014)

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
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 Sept. 04 and a few other weeks), 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. Choosing not to hand in a discussion paper will have an effect on 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, document)

**Course Etiquette**
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
- 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.
A note on Campus Carry
With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative but, in light of these changes, I would like to explain how I think of our classroom: when we come together for class, we agree to engage in a common project—to study a particular topic. Our discussions may sometimes be messy or heated, there may be disagreements or hesitations. But that is the very point of education. The spirit of our time together should be driven by curiosity, respect for one another, and desire to learn. I hope we can keep this spirit alive so that learning takes place in “safe spaces.”

Email Etiquette
1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X” or “Dear Prof. S.”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: behave on email as you would in person
3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.
4. I will not respond to emails after 6pm. Please do not expect an immediate response over the weekend.
5. If you do not receive a response after two days, email again –your email may have got lost in spam or junk mail folders.

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

Disabilities Accommodations
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 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.

Please be aware I cannot accommodate you unless I have official documentation from Disability Services.

Unfortunately, my office is not accessible (stairs): please contact me if that is a problem and I will meet somewhere on campus that is fully accessible.

**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. Rachelle Stanley is the Graduate Advisor: rachelle.stanley@tamucc.edu

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**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. Please always check your faculty as each professor may have preferences as to the kind of citation style they wish to use.”

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Course Outline**

**Week 1**

Aug. 28  
Discussion & Overview of the syllabus  
Choice of discussion leaders for the semester (you may have to lead discussion twice)

**Week 2**

Sept. 04  
Reading: Smith, *The Gender of History*: introduction, Ch. 3, Ch. 4, Ch. 5  
(Dr. Sanos leads discussion)  
Response Paper due in class

**Week 3**

Sept. 11  
Reading: Trouillot, *Silencing the Past* (entire book)  
Response Paper due in class

**Week 4**

Sept. 18  
Reading: Ghosh, "Decoding the Nameless" (reserve)  
Perry, "Finding Fatima," (reserve)  
Sweets, "Mistaken Identities?" (reserve)  
Derrida, “The Archive” (reserve)  
Response Paper due in class

**Week 5**

Sept. 25  
Reading: Burton, *Archive Stories*: Ghosh, Robertson, Ballantyne, Milligan  
No Response Paper due
Week 6

Oct. 02
Reading: Burton, *Archive Stories*: Randolf, Ramirez, McCormick, Perry
No Response Paper due

Week 7

Oct. 09
Reading: Burns, *Into the Archive* (entire book)
Response Paper due in class

Week 8

Oct. 16
Reading: Stoler, *Along the Archival Grain* (select chapters to be announced)
Response Paper Due in class

Week 9

Oct. 23
Reading: Steedman, *Dust* (entire book)
Response Paper due in class

Week 10

Oct. 30
Reading: Leff, *Archive Thief* (entire book)
Response Paper due in class

Week 11

Nov. 06
Reading: Caswell, *Archiving the Unspeakable* (entire book)
Response Paper due in class

Week 12

Nov. 13
Reading: Weld, *Paper Cadavers* (entire book)
Response Paper due in class

Week 13

Nov. 20
Reading: Scott, *The Fantasy of Feminist History*: introduction & epilogue (reserve)
Steinlight, “The Liberation of Paper,” (reserve)
Fuentes, *Dispossessed Archives*: introduction (reserve)
No Response Paper due
Week 14

Nov. 27
Assignment: you will have to bring to class and abstract and 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 each other’s work.
PLEASE BRING A HARD COPY OF THE RESEARCH ESSAY YOU WILL BE REFLECTION ON.

Week 15

Dec. 04
FINAL CLASS

YOU CAN HAND IN YOUR ESSAY ANYTIME
BETWEEN DECEMBER 6 AND DECEMBER 10, 3PM.
PLEASE EMAIL A WORD DOCUMENT.