Spring 2016
Wednesday, 2-5pm
Room t/k

Jane Kamensky
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Office hours t/k

Teaching Fellow(s):
Subo Wijeyeratne, info t/k
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History 97j
What is Family History?



William Holland, "Four Stages of Matrimony" (London, 1811)

Course description:
History 97 or Sophomore Tutorial, the only course required of History concentrators, is a team-taught class designed to introduce students to various facets of the discipline of history. Six different sections are offered in Spring 2016; each of them explores the practice of one kind of historical inquiry in depth. This section investigates the practices

and purposes of family history. Every family has a history; every past actor had a family. We will explore primary sources such as diaries, memoirs, novels, and portraits, and survey methods ranging from demography to cultural history to biography. Our topics will include the "invention" of childhood, the meanings of marriage, and the relationship between households and the state. In addition to tracing the contours of family life across a wide array of times and places, we will investigate the ebbs and flows of family history itself, including the worldwide boom in amateur genealogy today.

The syllabus is divided into four units, each of which explores different questions, asks you to sample different methods, and builds complementary skills in reading, critical thinking, writing, and presentation. During the first two weeks of each unit we will meet in seminar, where we will discuss the assigned primary and secondary texts intensively and conduct in-class "deep dives" (marked 🕮 on the schedule below) into relevant databases and other large corpora. The last week of each unit will be devoted to tutorial work, for which the class will be split into smaller groups, for sessions of 90 minutes each, led by the teaching fellows. Tutorials will provide intensive feedback on your written work and hone your expertise in the practice of giving—and receiving—constructive criticism.

Course requirements

Required readings

I have ordered the following books for purchase at the Harvard Book Store. (Prices listed below are taken from Amazon.) You can also find them on reserve in Lamont.

Arlette Farge, *The Allure of the Archives* (Yale UP); $14.67; 978-0300198935
Philippe Ariès, *Centuries of Childhood* (Vintage Books); $11.05; 978-0394702865
Jane Austen, *Pride & Prejudice* (Oxford UP); $7.95, 978-0199535569
Tiya Miles, *The Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (U California); $26.62, 978-0520250024
Shen Fu, *Six Records of a Floating Life* (Penguin); $10.58, 978-0140444292

Shorter readings, indicated (*) in the schedule below, are posted as .pdfs on the course website.

Assignments and assessment

Writing and presentation are primary components of this class. You will be asked to write three short (1500-word) essays, the first two of which will be revised after tutorial meetings. The final essay for the class will be a longer, more sustained inquiry, of 3500 words, and will showcase primary research and original thinking centered on a question you formulate in consultation with the teaching staff. You will build this paper through a series of preliminary stages, from topic statement to rough draft. Interim due dates are indicated in the schedule below. All writing assignments are described in detail in separate handouts.

Your final grade will be computed from a weighted average of the grades you earn on your papers and your class participation. Each aspect of your performance will be given approximately the following weight:

First paper, due February 7, with revision due February 14 10%

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Second paper, due February 29, with revision due March 7	10%
Third paper, due April 4, no revision	10%
Final paper portfolio (includes topic & bibliography, thesis & outline, presentation, draft and revision), due May 4	30%
Combined class participation (seminar and tutorials)	40%

Course policies

Attendance

You cannot contribute to our group learning experience without coming to class; your prompt, alert, prepared, and active attendance is expected and, indeed, mandatory.

Submission of written work

All papers are due at 5:00pm sharp on the dates indicated. Written work must be submitted in .docx or .rtf format, using the Canvas course website dropbox. Plan ahead; computer problems are not an acceptable excuse for late work. The turnaround time for your tutors to carefully read, provide feedback on, and evaluate your work is tight: less than two working days. Timely submission of assignments shows respect for your classmates and the teaching team. I WILL NOT ACCEPT LATE PAPERS WITHOUT DOCUMENTATION FROM YOUR HOUSE DEAN OR HEALTH SERVICES. AND YES, I MEAN IT.

Technology in the classroom

Using a cell phone in class divides your attention, distracts your neighbors, and disrespects our shared intellectual project. It is prohibited. We will regularly use laptops for in-class exercises during seminar sessions. Feel free to bring them. But if my computer is closed, yours should be too. You may not check email, Facebook, or other social media sites during class time.

Academic integrity

This course carefully adheres to the principles and procedures laid out in the Harvard College Honor Code. Whether you are submitting written work or speaking in class, take care to acknowledge your sources for the words you cite and for the ideas you advance.

Accommodations for students with disabilities

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, **Friday, February 5, 2016**. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

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Schedule of class meetings and due dates

UNIT I: PRACTICING HISTORY

(1) W January 27 Family/ Values

* John Locke, "Of Paternal and Regal Power," "Of Political or Civil Society," from *Two Treatises of Government* (1764), pp. 5-16, 261-279.
* Friedrich Engels, "The Monogamous Family," from *The Origin of the Family, Private Property, and the State*, trans. Untermann (1884/ 1902), pp. 75-90.
* Leo Tolstoy, *Anna Karenin*, trans. Garnett (1899/ 1917), pp. 1-7.

📖 Primary source deep-dive: Harvard Art Museum scavenger hunt

M February 1 **Plenary meeting of all sections of the course, 6:00-8:00pm**
CGSI South Concourse Auditorium

(2) W February 3 Private lives and public records

Arlette Farge, *The Allure of the Archives* (2013), entire.
* Raymond Williams, "Family," and "Private," from *Keywords: A Vocabulary of Culture and Society* (rev. ed. 1983), pp. 130-134, 242-243.
* Natalie Zemon Davis, "Women on Top," in *Society and Culture in Early Modern France* (1975), pp. 124-151 (and notes).

📖 Database deep-dive: The Proceedings of the Old Bailey, 1674-1913; *Oxford English Dictionary* Online.

M February 8 **Paper #1 due.** Interpretive essay centered on Farge.

(3) W February 9 Tutorials

Come to your tutorial session having printed, read, queried, and annotated the papers submitted by your fellow tutorial members. Session will include discussion of effective peer review techniques.

M February 15 **Revised paper #1 due.**

UNIT II: OF LOVE, MONEY, AND THE HISTORY OF FAMILY HISTORY

(4) W February 16 The "discovery" of childhood

Philippe Ariès, *Centuries of Childhood* (1962), pp. 9-133, 347-415.
* Michael Zuckerman, "Dreams that Men Dare to Dream," *Social Science History* 2:3 (Spring 1978): 332-345.
* Richard T. Vann, "The Youth of Centuries of Childhood," *History and Theory* 21:3 (May 1982): 279-297.
* Colin Heywood, "*Centuries of Childhood*: An Anniversary—And an Epitaph?" Journal of the History of Childhood and Youth, 3:3 (Fall 2010): 341-365.

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➢ Survey the tables of contents of a five-year run of *Journal of Family History*, the *Journal of Family Studies* (Australia), *History of Childhood Quarterly*, or *Journal of the History of Childhood and Youth*. What trends do you notice?

🕮 Database deep-dive: JSTOR

➢ *This week: sign up for a joint appointment with your tutor and me to discuss potential research questions for your final paper.*

(5) W February 24 Marriage Plots, Part 1: Family Fortunes

Jane Austen, *Pride and Prejudice*, Oxford UP edn (1813/ 2008), entire.

* Susan S. Lanser, "Of Closed Doors and Open Hatches: Heteronormative Plots in Eighteenth-Century (Women's) Studies," *The Eighteenth Century* 53:3 (Fall 2012): 273-290.

* Amanda Vickery, from *Behind Closed Doors: At Home in Georgian England* (2009), pp. 25-48.

* William Hogarth, *Marriage a la Mode* (print cycle, 1745).

🕮 Database deep-dives: North American Women's Letters and Diaries, Colonial to 1850; Eighteenth-Century Collections Online (ECCO)

➢ *This week: identify and survey two secondary sources on the historiographical question you're investigating for your second seminar paper.*

M February 29 Paper #2 due. Essay on the historiography of childhood.

(6) W March 2 Tutorials

In addition to peer review of your second papers, this week's tutorial will center on discussion and exploration of research strategies for your final paper.

M March 6 Revised paper #2 due

PART III: HOUSEHOLD AND SOCIETY

(7) W March 9 Offsite: Family life under / after slavery

➢ *This class will meet in the Schlesinger Library on the History of Women in America. Meet in the lobby of the Schlesinger, in the Radcliffe Yard.*

Miles, *The Ties that Bind* (2005), pp. 1-205.

* U.S. Department of Labor, *The Negro Family: The Case for National Action*, familiarly known as The Moynihan Report (1965).

* David Brion Davis, "A Review of Conflicting Theories on the Slave Family," *Journal of Blacks in Higher Education* 16 (1997): 100-103.

* Ta-Nehisi Coates, "The Black Family in the Age of Mass Incarceration," *The Atlantic*, October 2015.

🕮 Archival deep-dive: family history collections in the Schlesinger.

W March 16 **No course meeting; spring break**

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(8) W March 23 Inner chambers and floating lives

Wu Hung, "Private Love and Public Duty: Images of Children in Early Chinese Art," in Anne B. Kinney, ed., *Chinese Views of Childhood* (1995), pp. 79-110.

~~Dorothy Ko, from *Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China* (1994; ACLS e-book), pp. 179-218.~~

Patricia Buckley Ebrey, *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period* (1993; ACLS e-book), 45-60, 172-187.

Shen Fu, *Six Records of a Floating Life*, trans. Pratt (1809/ 1983), parts I-IV.

🕮 Database deep-dives: ARTstor; Hedda Morrison Photographs of China, 1933-1946, Harvard-Yenching Library.

M March 28 Topic, research questions, and annotated bibliography due

(9) W March 30 Tutorials

In this week's tutorial you will share feedback on each other's research agendas and bibliographies.

M April 4 Paper #3 due. Primary source analysis linked to your final paper.

PART IV: OF FAMILIES AND NATIONS

(10) W April 6 Marriage plots, Part 2: governing (through) the hearth

* Michael Warner, "Normal and Normaller: Beyond Gay Marriage," *GLQ,* 5:2 (April 1999): 119-171.
* Nancy Cott, "Marriage and Women's Citizenship in the United States, 1830-1934" *American Historical Review* 103:5 (December 1998): 1440-1474.
* Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America," *Journal of American History* 83:1 (June 1996): 44-69.
* "Brief of Historians of Marriage and the American Historical Association as *Amici Curiae* in Support of Petitioners," *Obergefell vs. Hodges*, 2015.

🕮 Database deep-dives: Twentieth-Century Advice Literature: American Guides on Race, Gender, Sex, and the Family; Hein Online (U.S. case law and opinions)

M April 11 Thesis statement and narrative outline for final paper due

(11) W April 13 The State of Our Projects

Presentation of your works-in-progress: carefully prepare a brief (5-minute) interactive oral presentation with handouts or slides. Each student will also chair discussion of her or his essay in progress following presentation.

M April 18 Draft final papers due

W April 20 Tutorial

Workshop the drafts of your final papers.

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(12) W April 27 **Who Do We Think We Are?**

* Jerome de Groot, "On Genealogy," *The Public Historian*, 37:3 (2015).

➢ Either (1) view an episode of *Finding Your Roots* or *Who Do You Think You Are?* or (2) spend an about hour playing with a family history database, such as Ancestry.com, Freedmensbureau.com, or 23andme.com. Come prepared to use these documents in discussion as primary sources that reflect on our current national obsession with family lineage.

📖 Dataset deep-dive: United States Census 2010

M May 2 **Capstone meeting of all sections of the course, 6:00-8:00pm**
Presentation of shared seminar reflections
CGIS South Concourse auditorium

Th May 4 **Revised final papers due, all sections**

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