

History 97

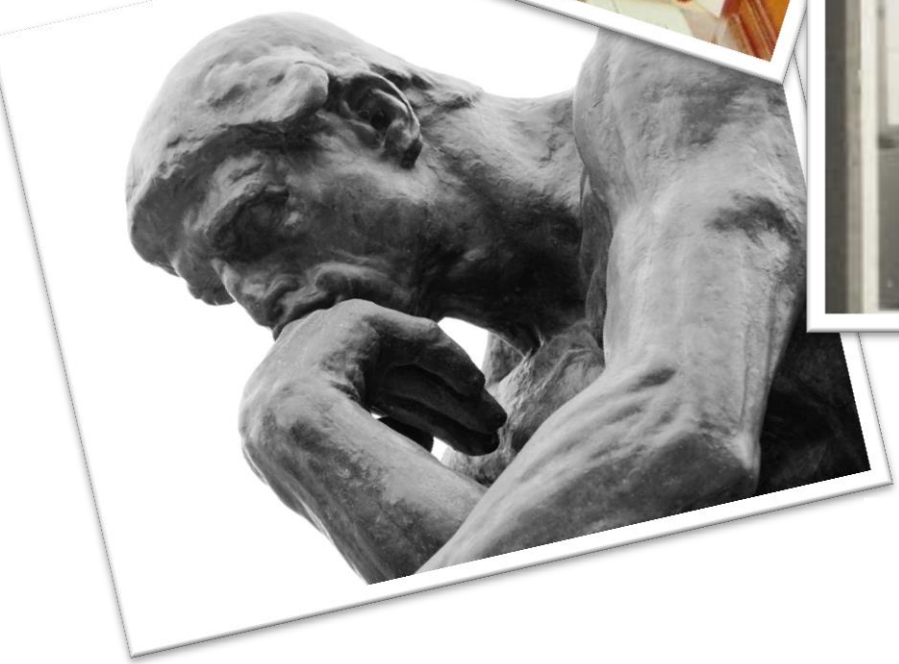
Historical Analysis

Sophomore Tutorial

2015-2016







Harvard University
History Department

What is History of Medicine?
History 97a – Spring 2016
Tuesdays 1:00-4:00 pm; Location: Robinson Hall Room 105



Emmanuel Akyeampong (akyeamp@fas.harvard.edu) * CGIS S433 (Tues. 10-12 Off. Hrs)
TF: Akif Yerlioglu (yerlioglu@fas.harvard.edu) * Off. Hrs TBA.

The emergence of the science of medicine and its professionalization have been integral aspects of human history. The history of medicine allows us to trace the various traditions that have come together to create "modern medicine." In this section, students will examine the human endeavor to be healthy and to cure disease. The practice of medicine draws on changing ideas about the natural world and the body. It also demands interventions in the physical environment so as to maximize public health, and readily incorporates transformative technologies from other sectors of human society. Students will be asked to reflect on the interaction of medicine and culture through questions such as: How did western powers use biomedicine in the context of empire? How do non-western cultures appropriate and indigenize biomedicine?

The seminar will meet on Tuesdays, 1-4 pm; in weeks with tutorial meetings in which seminar is divided into two groups, one group will meet in normal class time and one group in an extra time slot TBD based on student availability.

Required Readings
Arlette Farge, *Allure of the Archives*, trans. Thomas Scott-Railton (New Haven: Yale University Press, 2013).
Roy Porter, *Blood and Guts: A Short History of Medicine* (New York, Norton, 2004).
Laurel Thatcher Ulrich, *A Midwife's Tale* (New York: Vintage Books, 1991).

Course requirements

Paper 1: Historical narrative (1500 words)	10%
Paper 2: Historiographical discussion (1500 words)	10%
Paper 3: Primary source analysis (1500 words)	10%
Paper 4: Final Paper (3500 words)	30%
Participation in seminar (20%) and in tutorial (20%)	40%

Course and Section Policies and Guidelines

History 97 is a foundational course in the History concentration and should be your academic priority this term.

Seminars

- Seminars will meet eight times during the term. Attendance is **mandatory**. We expect all students to participate actively in seminars. You will be graded on your participation in **both** seminar and tutorial.

- Discussions will be based on readings assigned in each seminar for that week. Readings except texts to be purchased will be on the seminar Canvas site.

- Changes in section assignments will not be permitted except in extraordinary circumstances.

- Instructors reserve the right to curtail laptop usage in cases where it interferes with discussions.

Tutorials

- Tutorials will be held on those weeks that seminars do not meet. Attendance is **mandatory** and active participation is required; both are essential to writing good papers. Your tutor will contact you with your tutorial assignment; **Note that you may have seminar and tutorial in different rooms and at different times**.

- "Peer Review and Paper Discussion" tutorials will focus on review of student essays. To facilitate the collective enterprise of learning, you will be expected to read and prepare to discuss all of the papers from your tutorial group. Be sure to bring a hard copy of your paper to class so you can refer to it during discussion. Additionally, your tutor will ask you to provide written comments on some or all of your tutorial group's papers.

Essays

- Every section for History 97 has 3 shorter papers (1500 words) and 1 final paper (3500 words). Your word count should *exclude* footnotes. Essays must be submitted in .doc/.docx/.rtf format via the dropbox located on your course Canvas site so that all members of your tutorial can access them.

- Essays should present clear, well-formed, and original ideas with precision and in an appropriate style. The essay should demonstrate an in-depth understanding of the historical approach, the sources used, and the question posed. Instructors will provide more details about essay content and expectations in seminar and tutorial.

- All essays should be typed in twelve-point Times with one-inch margins on all sides, and carefully proofread for errors in spelling, punctuation, and grammar. They should include page numbers and footnotes. Your paper must have a title. Footnotes should follow the standard format used by historians, which can be found in *The Chicago Manual of Style* (http://www.chicagomanualofstyle.org.ezp-prod1.hul.harvard.edu/home.html). Correct formatting is essential.

- History 97 emphasizes the importance of revision. You will revise Papers 1 and 2 as well as your final paper. Both your original submission and your revision will receive grades, and your final grade for that assignment will simply be the **average** of the two. Revision involves significant re-thinking and rewriting, not simply changes to grammar, spelling, and punctuation. Depending on the effort and success at substantial revision, your revised paper may earn a grade that is higher, lower, or the same as the original paper; slight improvement will *not* ensure a higher grade.

- Each essay will be due at **5pm** two days before your seminar day unless otherwise indicated by your tutor.

- This course depends upon cooperation from all—tutors, instructors, and students. In order to maintain equity across tutorial groups and in the interest of making the peer review tutorial section function effectively, **papers must be submitted by the posted deadlines. Late papers will be downgraded by 1 full letter-grade for every 24 hours submitted late. This is course policy and no tutor or instructor has any power to alter it.** We urge you to plan on always being early so that last second obstacles do not prevent on time submissions. The only acceptable excuses for late work are family or medical emergencies. If such an emergency arises, immediately contact the administrative tutor, Elizabeth Cross (ecross@fas.harvard.edu), to discuss the situation. You will need to submit to your tutor and the administrative tutor a note from University Health Services and/or your resident dean.

Academic Integrity

- Plagiarism or any instance of cheating, even if unintentional, will be handled in accordance with Harvard policy. Your work must be original, framed in your own words, quotations explicitly acknowledged, and citations references. If you have any doubts about the proper attribution of ideas, information, or excerpts from your sources, please contact your tutor.

- Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

- Failure to submit any major assignment may result in failing the course.

Accessible Education Policy

- 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, February 5. 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.

Course Outline

Unit I: Historical Narrative
Environment, Disease and Medicine: the Quest for Health

Week 1 (Jan 27) Seminar: Introduction

1. Introduction to the course and its aims
2. Introduction to tutor and sequence of activities
3. Discussion of week's reading

Arlette Farge, *Allure of the Archives*.

Week 2 (Feb 3) Seminar: What is History of Medicine?

Roy Porter, *Blood & Guts: A Short History of Medicine*. Chs. 1-2, pp. 1-52.
John C. Burnham, *What is Medical History?* "Introduction: Where Medical History Came From," pp. 1-9.
Carole Rawcliffe, *Medicine and Society in Later Medieval England*. Ch. 9: "Women and Medicine: The Midwife and the Nurse," pp. 194-215.

Primary Source Exercise: Writing a Life

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (selections).

Paper # 1 due 5 pm Monday, Feb 8

Week 3 (Feb 10) – Tutorial (peer review)

Revised paper #1 due 5 pm Monday, Feb 15

Unit 2: Historiography
The Professionalization of Medicine: Comparative Perspectives

Week 4 (Feb 17) Seminar: From Naturalism to Germ Theory

Meeting: Please come to office hours (as per sign-up distributed in seminar) to decide on a historical theme/area of interest to you, which will be the focus of paper #2 and ideally build toward your final paper. This is an appointment held jointly with both your instructors.

Porter, *Blood and Guts*. Ch. 7: "The Laboratory," pp. 75-98.
Philip D. Curtin, *Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century*. Ch. 2: "Sanitation and Tropical Medicine at Mid-Century," pp. 40-61.
Michael Worboys, "Manson, Ross and Colonial Medical Policy: Tropical Medicine in London and Liverpool, 1894-1914," in Roy Macleod and M. Lewis, ed., *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experiences of European Invasion*, pp. 21-37.
Online exhibit: "Magical Stones and Imperial Bones" 13th to the 20th Centuries: six centuries of significant developments in the history of medicine. Countway Library of Medicine. http://collections.countway.harvard.edu/onview/exhibits/show/stones

Week 5 (Feb 24) Seminar: Thinking through Medicine (the Clinic)

Porter, *Blood and Guts*. Ch. 7: "The Hospital," pp. 135-152.
Robert A. Nye, "The Evolution of the Concept of Medicalization in the Late Twentieth Century," *Journal of the History of Behavioral Sciences*, 39 (2003), pp. 115-29.
Byron J. Good and Mary-Jo DelVecchio Good, "'Learning Medicine': The Construction of Medical Knowledge at Harvard Medical School," in Shirley Lindenbaum and Margaret Lock, ed., *Knowledge, Power and Practice: The Anthropology of Medicine and Everyday Life*, pp. 81-107.
Claire Wendland, *A Heart for the Work: Journeys through an African Medical School*, Ch. 5: "The Word made Flesh: Hospital Experience and the Clinical Crisis," pp. 119-53.
Arthur Kleinman, "What is specific to Western medicine?" In W. F. Bynum and Roy

Porter, ed., *Companion Encyclopedia of the History of Medicine*, pp. 15-23.
Online exhibit: "A Broad Foundation." The evolving history of medical education at Harvard. http://collections.countway.harvard.edu/onview/exhibits/show/a-broad-foundation

HOLLIS Self-Test due
Tutors hold consultations outside class on use of HOLLIS and Zotero

Paper # 2 due 5 pm Monday, Feb 29

Week 6 (Mar 2) – Tutorial (peer review)

Revised paper #2 due 5 pm Monday, Mar 7

Unit 3: Primary Source Analysis
War and the Frontiers of Medicine

Week 7 (Mar 9) – Seminar: World War I: Rethinking Psychiatry

Agenda: 1) Revised paper # 2 due. 2) Discussion of readings. 3) Submission of primary source selections to the Canvas Briefcase.

World War I and Mental Health: From Custodial to Curative Care
Edgar Jones, T. Fear, and Simon Wessely, "Shell Shock and Mild Traumatic Brain Injury: A Historical Review," *American Journal of Psychiatry*, 164 (2007), pp. 1641-45.

- Spring Break (March 12)

Week 8 (Mar 23) – Seminar: WWII, Sulpha drugs, antibiotics, pesticides: A Revolution in Pharmaceuticals

Myron Echenberg, *Black Death, White Medicine*. Ch. 10: "The Dakar Plague Epidemic of 1944," pp. 213-54.

On the agenda: 1) Discussion of readings. 2) Short exercise due in which students put their chosen primary source into historical context. 400 words.

Statement of topic and annotated bibliography due 5pm Monday, March 28

Week 9 (Mar 30) – Tutorial (no peer review)

Primary Sources: Focus on the 1918-19 Spanish Influenza Pandemic (US)

- Newspaper reports from Boston, where the first documented deaths in Flu occurred.

- PBS Documentary, "Influenza 1918."
- Images of the 1918 Influenza pandemic. Photographs and history.
- Archival sources, government reports on the flu.
- Key secondary source to help students frame their essays, Howard Phillips and David Killingray, ed., *The Spanish Influenza Pandemic of 1918-19: New Perspectives* (2003). Chs on US, pp. 58-70, 202-218.

Paper # 3 due 5 pm Monday, Apr 4 (1500 words, ca. 5pp): Analysis of a passage from a primary source important to your final paper. No peer review for this paper which is designed to build toward the final paper.

Unit 4: Synthesis

Week 10 (Apr 6) – Seminar: The loss of the patient
On the agenda: 1) Discussions of readings. 2) Annotated bibliography for final paper due. Post bibliography to Canvas Briefcase.
Shared reading TBD (methodological reading)
Porter, *Blood and Guts*. Ch. 8: "Medicine in Modern Society," pp. 153-69.

Paper outline due 5 pm Monday, Apr 11

Week 11 (Apr 13) – Seminar in class presentations on final paper
On the agenda: 1) Discussion of readings. 2) Thesis statement and outline of final paper due (post to Canvas Briefcase). Each student will present her/his thesis in seminar.

Draft final papers due 5 pm Monday, Apr 18 (ca. 3500 words); these should integrate historiographical analysis, primary source analysis, and contextualization

Week 12 (Apr 20) – Tutorial

Peer review of paper drafts. Students should integrate historiographical analysis, primary source analysis, and contextualization.

Week 13 (Apr 27) – Last seminar -- wrap-up

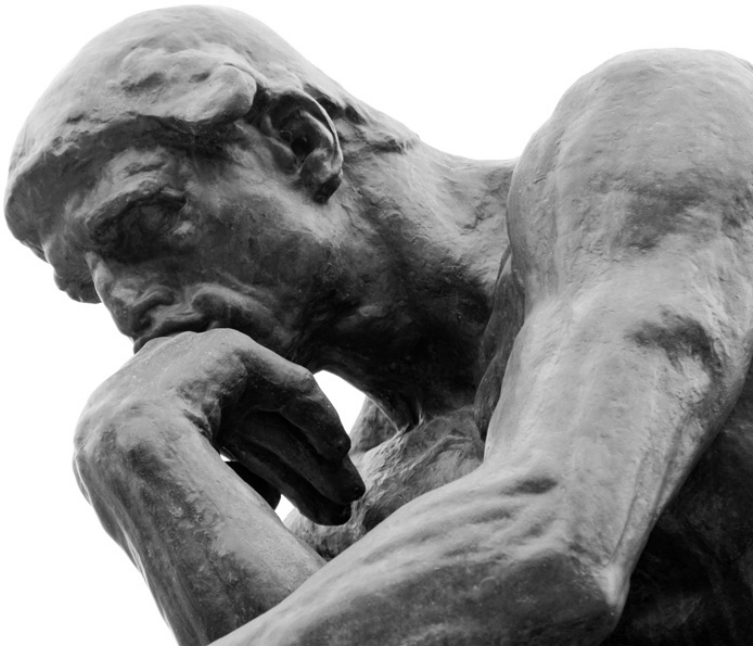
Monday May 2, 6-8pm: Capstone event/shared reflections of whole course, CGIS Tsai Auditorium/South Concourse

Revised final papers due 5 pm, Wednesday May 4

History 97b, "What is Intellectual History?" DRAFT 10/14/15
Harvard University, Spring 2016

Instructor: Prof. Andrew Jewett
Email: ajewett@fas.harvard.edu
Office hours: **TBA**
Office: Robinson 210

TFs: Sam Klug (klug@fas.harvard.edu), Rachel Steely (rsteely@fas.harvard.edu)



Intellectual historians study almost every period, place, and theme in human history, from classical times to the present, from Asia to the Americas, by examining philosophy and religion, social and political thought, literature and art, and other expressions of human agency and intention that range from ancient epics to graphic novels. This course will draw examples from a wide range of moments and regions to ask how intellectual history has developed as a field, what methods it uses, and how it can be distinguished from other forms of history even as it informs debates of interest to all historians.

Purpose of the course

History 97 or Sophomore Tutorial is the only course required of all History concentrators and is designed as an introduction to the discipline and the Department, though many students in it will already have taken a History course or two (typically a lecture course or a freshman seminar). It is offered only in spring and sophomore concentrators must take

it that year, although the course always accepts some juniors and the occasional senior who entered the concentration late. As space allows we have also let in non-concentrators who are considering concentrating in History or planning to take a secondary field in History. In spring 2016 we will run 5 parallel seminars of up to 16 students each. In spring 2016 we are experimenting with a three-hour time slot for the course. In each of four units of three weeks, the first two weeks will meet as a full seminar, during which instructors are encouraged to use the extra time for hands-on activities or practicing important skills, and a short break with opportunities for informal socializing. During the third week of each unit the course will meet in two back-to-back tutorial sessions of 90 minutes each, to peer-review the papers of the four members of each tutorial (allowing 20 minutes apiece, plus a little time for intro, transitions, and wrap-up).

The new History 97 (which was first taught in Spring 2014) consists of a series of faculty-led seminars that are formulated thematically and have separate but parallel reading and writing assignments and course websites (History 97a, 97b, etc.). In its treatment of its theme we hope that each syllabus will range beyond a single time-place and include some non-Western, pre-modern, and modern elements. History 97 is designed to be a shared experience that will equip students with a basic familiarity with the skills required for successful writing and research in history. The course seeks especially to develop in students these skills, which are at the core of work in history and transferable to many other activities:
- Speaking in discussion
- Reading a secondary source for its argument
- Searching for and evaluating relevant secondary sources
- Constructing a historical argument (e.g., engaging with historiography)
- Constructing an evidence-based argument (e.g., adducing primary sources)
- Writing with footnotes
- Close-reading a primary source
- Making an oral presentation with visuals
- Articulating constructive criticism
- Revising a piece of writing based on feedback from instructors and peers

Course requirements

All papers (except the final submission of the final paper) are due at 5:00 pm two days before the course meets, i.e., on Mondays at 5:00 pm. Papers must be submitted using the course website dropbox.

- Paper #1 (on Farge, 1500 words, 10% of course grade) due Monday, February 8, at 5:00 pm
- Revised paper #1 due Monday, February 15, at 5:00 pm
- Paper #2 (historiographical essay, 1500 words, 10% of course grade) due Monday, February 29, at 5:00 pm
- Revised paper #2 due Monday, March 7, at 5:00 pm

- Statement of topic and annotated bibliography for final paper due Monday, March 28, at 5:00 pm [Note that this exercise, along with the thesis statement/outline and rough draft described below, will be assigned advisory grades that indicate what a grade for the final paper might be, based on the quality of these exercises. These grades are intended as advice—please take them seriously!]
- Paper #3 (primary source analysis, 1500 words, 10% of course grade) due Monday, April 4, at 5:00 pm [no revision, builds toward final paper]
- Thesis statement and outline for final paper (advisory grade) due Monday, April 11, at 5:00 pm
- Rough draft of paper #4 (final paper, 3500 words, advisory grade) due Monday, April 18, at 5:00 pm
- Revised draft of paper #4 (30% of course grade) due Wednesday, May 4 (last day of reading period), at 5:00 pm

The remaining 40% of your grade will be based on participation in seminars (20%) and tutorials (20%).

For purchase at the COOP and on reserve in Lamont:
Arlette Farge, *The Allure of the Archives* (Yale, paperback 2015)
Thomas Bender, ed., *The Antislavery Debate* (University of California, 1992)
W. E. B. Du Bois, *The Souls of Black Folk* (Penguin, 1996 [1903])

The other readings will be provided via the course website.

For course policies see the website and separate handout.

Course schedule and readings

Unit 1: The practice of history
Introducing the historical enterprise and the field of intellectual history

Week I (January 27): Seminar—What is intellectual history?
- Skills: Speaking in group discussion; understanding primary vs. secondary sources
- Reading: Peter E. Gordon, "What Is Intellectual History? A Frankly Partisan Introduction to a Frequently Misunderstood Field" (available online at http://projects.iq.harvard.edu/files/history/files/what_is_intell_history_pgordon_mar2012.pdf)

Monday, February 1, 6:00-8:00 pm (CGIS Tsai Auditorium/South Concourse): Plenary meeting
- Faculty discuss the themes of their seminars and how Farge's *The Allure of the Archives* relates to those themes

Week II (February 3): Seminar—Farge

- Skill: Reading a secondary source for argument and evidence
- Reading: Farge, *The Allure of the Archives*

Monday, February 8, 5:00 pm: Paper #1 due (1500 words, ca. 5 pp.)
Prompt: [TBD on Farge]
Skills: Using evidence, writing with footnotes

Week III (February 10): Tutorials

- Reading: Read the papers by all the other students in your tutorial and be prepared to lead the discussion of one student's paper, to which you will be assigned
- Peer review session: Discuss the meaning and purpose of revision; students learn methods of peer review and critique.

Monday, February 15, 5:00 pm: Revised paper #1 due

<u>Unit 2: Historiography</u>
Understanding successive layers of historical interpretation

Week IV (February 17): Seminar—Historiographical debate #1

- Skills: Searching for and evaluating relevant secondary sources
- Reading:
    - Keith Michael Baker, "On the Problem of the Ideological Origins of the French Revolution," in *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century* (Cambridge, 1990): 12-27
    - Roger Chartier, "Do Books Make Revolutions?" in *The Cultural Origins of the French Revolution*, trans. Lydia G. Cochrane (Duke, 1991): 67-91
    - Robert Darnton, "Do Books Cause Revolutions?" in *The Forbidden Best-Sellers of Eighteenth-Century France* (Norton, 1995): 169-216
- Short visit from library liaison Fred Burchsted

Thursday, February 18 [or thereabouts], 1:00-5:00 pm: Please come to office hours (as per signup sheet distributed in seminar) to decide on a historical theme/area of interest which will be the focus of paper #2 and ideally build toward your final paper. This is an appointment held jointly with both of your instructors.

Week V (February 24): Seminar— Historiographical debate #2

- Skills: Searching for and evaluating relevant secondary sources
- Reading:
    - Thomas Bender, ed., *The Antislavery Debate* (University of California, 1992), chapters 4-8
- Assignment: Identify and read two secondary sources of your choice—ideally, one book (okay to read in parts) and one article—on the theme you choose for

paper #2. Be prepared to offer a one- to two-minute summary of the historiographical issues involved that interest you.

Monday, February 29, 5:00 pm: Paper #2 due (1500 words, ca. 5 pp.)
Prompt: Write a historiographical essay comparing and contrasting at least two works of history on a topic of your choice
Skills: Constructing a historical argument in interaction with historiography

Week VI (March 2): Tutorials

- Reading: Read the papers by all the other students in your tutorial and be prepared to lead the discussion of one student's paper, to which you will be assigned
- Peer review session

Monday, March 7, 5:00 pm: Revised paper #2 due

Unit 3: Primary source analysis
Highlighting the range of historians' primary sources and ways of analyzing them

Week VII (March 9): **Field trip to the Harvard University Archives**

- Skill: Finding clues in the original forms and sources of a text
- Reading:
    - Harvard University Committee on the Objectives of a General Education in a Free Society, *General Education in a Free Society* (Harvard, 1945), v-xv, 36-58, 73-78
    - W. B. Carnochan, *The Battleground of the Curriculum: Liberal Education and the American Experience* (Stanford, 1993), 89-95
    - Morton Keller and Phyllis Keller, *Making Harvard Modern* (Oxford, 2007), 41-46
    - Andrew Jewett, *Science, Democracy, and the American University: From the Civil War to the Cold War* (Cambridge, 2012), 327-333
    - Kelly Ritter, *To Know Her Own History: Writing at the Woman's College, 1943–1963* (Pittsburgh, 2012), 92-115
    - Jamie Cohen-Cole, *The Open Mind: Cold War Politics and the Sciences of Human Nature* (Chicago, 2014), 13-34
- We will meet at our regular location and walk over to the Harvard University Archives reading room, where we will explore the institutional records of Harvard's Committee on the Objectives of a General Education in a Free Society (1943-1945) and its "Redbook" report of 1945.

SPRING BREAK

Week VIII (March 23): Reading *The Souls of Black Folk*

- Skill: Close reading of a primary source
- Reading:

    - W. E. B. Du Bois, *The Souls of Black Folk* (Penguin, 1996 [1903]), 1-10, 62-76
    - Edward J. Blum, *W. E. B. Du Bois: American Prophet* (University of Pennsylvania, 2007), 61-97
    - Stephanie J. Shaw, *W. E. B. Du Bois and the Souls of Black Folk* (North Carolina, 2013), 61-74
    - Jonathan Scott Holloway, "How to Read *The Souls of Black Folk* in a Post-Racial Age," in W. E. B. Du Bois, *The Souls of Black Folk* (Yale, 2015), ix-xxxii
- Final hour: Students begin in-class preparation for ten-minute presentations at capstone meeting on May 2

Monday, March 28, 5:00 pm: Statement of topic and annotated bibliography due

Week IX (March 30): Tutorials

- Reading: Read all the statements of topic and bibliographies by the students in your tutorial
- Discussion of the topics and how to build historical arguments and avoid historical fallacies

Monday, April 4, 5:00 pm: Paper #3 due (1500 words, ca. 5 pp.)
Prompt: Analyze a passage from a primary source that will be important to your final paper (there will be no peer review for this paper, which is designed to build toward the final paper)
Skill: Developing your own reading of a primary source

Unit 4: Synthesis
Merging historiographical and primary-source analyses into a historical argument

Week X (April 6): Seminar—*The Souls of Black Folk* in context

- Skill: Understanding the stakes of contextualization
- Reading:
    - Thomas C. Holt, "The Political Uses of Alienation: W. E. B. Du Bois on Politics, Race, and Culture, 1903-1940," *American Quarterly* 42, no. 2 (June 1990): 301-323
    - David Levering Lewis, *W. E. B. Du Bois, 1868-1919: Biography of a Race* (Holt, 1994), 264-294
    - Ross Posnock, "How It Feels to Be a Problem: Du Bois, Fanon, and the 'Impossible Life' of the Black Intellectual," *Critical Inquiry* 23, no. 2 (Winter 1997): 323-349
    - Manning Marable, *W. E. B. Du Bois: Black Radical Democrat* (Routledge, 2005), 21-51
- Final hour: students continue in-class preparation for capstone meeting presentations

Monday, April 11, 5:00 pm: Paper outline due

Week XI (April 13): Seminar—In-class presentations on final papers

- Skill: Oral presentation with visuals
- Assignment: Prepare a five-minute oral presentation with handouts, PowerPoint, or Prezi.
- Class devoted to five-minute presentations followed by six minutes of discussion each.

Monday, April 18, 5:00 pm: Draft final papers due (ca. 3500 words). These should integrate historiographical analysis, primary source analysis, and contextualization.

Week XII (April 20): Tutorials

- Reading: Read the drafts of your peers as assigned

Week XIII (April 27): Seminar—Wrap-up

- Students complete in-class preparation for capstone meeting presentations

Monday, May 2, 6:00-8:00 pm (CGIS Tsai Auditorium/South Concourse: Capstone event featuring shared reflections on the whole course. Students present their ten-minute skits, visual displays, etc. to the entire course.

Revised final papers due Wednesday, May 4, 5:00 pm (last day of reading period) **OR** on the earliest of the "final deadline" dates for the History 97 seminars, which should be determined by the registrar at the beginning of spring semester.

What is the History of History?
History 97c • Spring 2016
Wednesdays 1-4pm



Prof. Ann Blair, amblair@fas
CGIS S437, 1730 Cambridge St
Office hours: M 2-4

and tutors Jamie McSpadden and Michael Thornton

Everything has a history, and the discipline of history has a particularly long and broad one. In this section we'll focus on ideas about how and why to study history and on the practices of historical research and writing as they have varied across different cultural contexts. In selected case studies we will consider who wrote and who read history, and how historians answered questions that we also ask ourselves today. E.g. What features are essential to a good historical account? Does the study of history teach moral lessons? How does history interact with memory?

The seminar will meet on Wednesdays, 1-4 pm. In weeks with tutorial meetings seminar participants are divided into tutorials of up to four students meeting either 1-2:30pm or 2:30-4pm (a second classroom will be booked for tutorial meetings held in parallel if necessary).

Course requirements

- Paper #1 due Monday Feb 8, 5pm: on Farge (1500 words) 10%;
  revised paper #1 due Monday Feb 15, 5pm.
- Paper #2 due Monday Feb 29, 5pm: Historiographic essay (1500 words) 10%;
  revised paper #2 due Monday March 7, 5pm
- Statement of topic and annotated bibliography due Monday March 28, 5pm**;**
  Note: this exercise, and the thesis statement and outline (due Monday April 11, 5pm) and the rough draft for the final paper (due Monday April 18, 5pm), will be assigned advisory grades that indicate what a grade for the final paper might be, based on the quality of these exercises. These grades are intended as advice--please take them seriously.
- Paper #3 due Monday April 4: Primary source analysis (1500 words) 10%; no revision, builds toward final paper
- Paper #4: Final paper (3500 words) 30%. Due in draft on Monday April 18, 5pm; final revised paper due Wednesday May 4, 5pm (last day of reading period) [or TBD]
- Participation in seminar (20%) and in tutorial (20%) 40%

All papers (except the final submission of the final paper) are due at 5pm two days before the day of the seminar, i.e. Mondays at 5pm. Papers must be submitted using the course website dropbox.

Hist 97c follows the course policies for Hist 97 as distributed separately and posted on the course website.

For purchase, ordered at the COOP (prices listed below are from amazon)--also on reserve in Lamont.
Arlette Farge, *The Allure of the Archives* (Yale UP); $14.67; 978-0300198935
Herbert Butterfield, *The Whig Interpretation of History* (NY: Norton, 1965) 978-0393003185; $12.75
Edward Gibbon, *Decline and Fall of the Roman Empire*, abridged by David Womersley (Penguin Classics, 2001) 978-0140437645; $11.15
Readings not for sale will be provided via the course website.

Unit 1: historical narrative

The changing conceptions of history across time and space

Week 1 (Wed Jan. 27)--seminar: introduction to the theme. History among the disciplines

- Reading: something short TBA [possibly Peter Burke, "Images as Evidence in 17th-Century Europe," Journal of the History of Ideas 64 no. 2 (2003)]
- in-class exercises on what is history (also vs neighboring disciplines)
- Jamie and Michael to present sources from their work

Monday February 1: plenary meeting (CGIS Tsai Auditorium/South Concourse, 6-8pm). Faculty to discuss the theme of their seminar and how they feel Farge's *Allure of the Archives* relates to it.

Week II (Wed 3 Feb): seminar-- Arlette Farge

- Reading: Arlette Farge, *The Allure of the Archives* (2013)
- field trip to the Harvard University Archives

Monday 8 Feb, 5pm: Paper #1 due (1500 words; ca. 5pp)
Interpretive essay centered on Farge. Prompts TBA.

Week III (Wed 10 Feb): 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.

Monday 15 Feb, 5pm: revised paper #1 due

Unit 2: historiography

Understanding successive layers of historical interpretation

Week IV (Wed 17 Feb): seminar: Herbert Butterfield

- Reading:
  - Herbert Butterfield, *The Whig Interpretation of History* (1931)
  - William Cronon, "Two Cheers for the Whig Interpretation of History," in *AHA Perspectives* Sept 2012
- Assignment: use E-resources to find 2 book reviews/responses to assigned reading. Bring a print-out of each and be prepared to present each of these briefly (2 minutes max) to the class. In addition, be prepared to explain the way in which you searched for and selected the book reviews.
- field trip: hands-on practice with Hollis and electronic resources.

Thursday Feb 18 (or thereabouts) 1-5pm: please come to office hours (as per sign-up distributed in seminar) to decide on a historical theme/area of interest to you, which will be the focus of paper #2 and ideally build toward your final paper. This is an appointment held jointly with Ann Blair and your TF.

Week V (Wed Feb 24)--seminar: tropes in writing history

- Reading:
  - Siep Stuurman, "Common Humanity and Cultural Difference on the Sedentary-Nomadic Frontier: Herodotus, Sima Qian, and Ibn Khaldun" in *Global Intellectual History*, eds. Moyn and Sartori (New York, 2013)
  - excerpts from Herodotus (from Donald Kelley, *Versions of History*); Sima Qian, *Records of the Grand Historian, Han dynasty*, vol. 2, pp. 129-45; and Ibn Khaldun?? (pdf)
- Assignment: identify and read two secondary sources of your choice (ideally one book [OK to read in parts] and one article) on the theme you choose for paper #2. In-class exercise: each student to share the historiographic theme(s) of his or her topic.

Monday Feb 29, 5pm: Paper #2 due (1500 words, ca. 5 pp)
Prompt (seminar specific on historiography): write a historiographic essay comparing and contrasting at least two works of history on a topic of your choice. Skills to practice: constructing a historical argument in interaction with historiography

Week VI (Wed 2 March): 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.
- Assignment to prepare for next seminar: choose a source to show at the next seminar (upload to dropbox the call # and cut and paste from full Hollis record)

Monday Mar 7, 5pm: revised paper #2 due

Unit 3: primary source analysis (coursewide)

Highlighting the range of historians' primary sources and of ways of analyzing them.

Week VII (March 9)—seminar held at Houghton Library
Meet in the lobby of Houghton Library. Please travel as light as possible—you will be asked to put all your belongings in a locker. Pencil and notepaper are provided in the classroom.

- viewing the primary sources selected by students from various collections
- sharing time with intellectual history seminar: discussing a common text?

Spring break (March 17)

Week VIII (Wed 23 March): seminar: reading a primary source

- Skill: close reading of a primary source
- Reading:
  - Edward Gibbon, *Rise and Fall of the Roman Empire* (1776) (available in Womersley abridged ed): selections totaling 100pp TBA.
  - Peter Gay, *Style in History*, ch. on Gibbon (pp. 21-56)
  - John Clive, *Not by Fact Alone*, on Gibbon's humor, pp. 55-65
- final hour: students begin in-class preparation for capstone meeting presentation

Monday March 28, 5pm: statement of topic and annotated bibliography due

Week IX (Wed 30 March): 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.

Monday April 4, 5pm: Paper #3 due (1500 words, ca. 5pp): Analysis of a passage from a primary source important to your final paper. No peer review for this paper which is designed to build toward the final paper.

Unit 4: synthesis

Merging historiographic and primary source analyses into a historical argument

Week X (April 6)--seminar: contextualizing a primary source, e.g. Gibbon

- Reading:
  - Biographical context: J.G.A. Pocock, *Barbarism and Religion* (1999), vol. 1, ch 2 (on Lausanne context).
  - Context of the history of history: Arnaldo Momigliano, "Gibbon's contribution to historical method" in *Studies in Historiography* (1966)
  - Printing history: http://www.edwardgibbonstudies.com/Decline-Fall5.htm
  - And skim Barker, Nicolas. "A Note on the Bibliography of Gibbon, 1776–1802," *The Library*, 5th ser., 18,1 (March 1963), 40-50.
  - Context of reception: Pocock, *Barbarism and Religion*, vol. 5, one chapter TBD on reception
- students continue in-class preparation for capstone meeting presentation

Monday April 11, 5pm: outline of final paper due

Week XI (Wed April 13): seminar: in class presentations on final paper

- Skill: oral presentation with visuals
- Assignment: prepare a 5-minute oral with handouts, powerpoint, or prezi.
- Class devoted to 5-minute presentations followed by 5 minutes of discussion

Monday April 18, 5pm: Draft final papers due (ca. 3500 words); these should integrate historiographical analysis, primary source analysis, and contextualization

Week XII (Wed 20 April) : tutorials

- Reading: read the drafts of your peers as assigned

Week XIII (Wed 27 April) : last seminar --wrap-up

- no reading
- concluding discussion
- Students to finalize capstone meeting presentations

Monday May 2, 6-8pm: capstone event/shared reflections of whole course, CGIS Tsai Auditorium/South Concourse, 6-8pm. Students to present their skits/visual displays/etc to the entire course: 10 minutes per seminar, followed by social time.

Revised final papers due Wednesday, May 4, 5pm (last day of reading period) **OR** on the earliest of the "final deadline" dates for the Hist 97 seminars, which should be determined by the Registrar at the beginning of spring semester.

History 97h: What is Urban History?
Harvard College/GSAS: 110445
Spring 2015-16
Course Head: Elizabeth Hinton
TFs: Sonia Tycko
Location: Robinson Lower Library
Meeting Time: Tuesday, 12-3pm



This section will explore the methods historians have used to understand the political, economic, and social development of cities and urban life over the past four centuries. How have historians approached the study of metropolitan regions and their inhabitants? What methods have they used to examine the ways in which social and spatial forms differ by time and place? How does urban history provide a unique vantage to analyze issues of class, ethnicity, migration, race, and gender? Readings and discussions will give special attention to cities and transformations in the United States, but we will draw comparative examples from the histories of urban centers across the globe.

The seminar will meet on Tuesdays, 12-3 pm. During weeks with a scheduled tutorial, the seminar will be divided into two groups: one group meets in normal class time and one meets in an extra time slot TBD.

Course Requirements

- Paper 1: Historical narrative/topic (1500 words) 10%
- Paper 2: Historiographical discussion (1500 words) 10%
- Paper 3: Primary source analysis (1500 words) 10%
- Paper 4: Final paper (3500 words) 30%
- Participation in seminar (20%) and in tutorial (20%) 40%

Course Policies

Collaboration Policy: You are encouraged to exchange ideas and consult your classmates on your paper topic, its content, and to share sources and lecture notes. However, all written assignments must be product of your own original and individual work.

Plagiarism is a grave academic offense, one that disrespects both your own intellectual development and the hard work of your peers. You are required to use standard methods for history citation and to properly note any books, articles, internet materials, etc. using Chicago Style. (For example, in the interest of proper acknowledgement of sources that I used in formulating this policy, I am noting that much of the content of this paragraph comes from Harvard University's suggested collaboration policies). Please consult "Writing with Sources. A Guide for Harvard Students" (available on-line) or speak with me if you have additional questions about what constitutes plagiarism or how to cite correctly.

Accommodations: I am happy to accommodate students with medical, psychological, learning or other disabilities. Students must present their Faculty Letter from the Accessible Education Office and speak with me by September 10th, the end of the second week of the term. All discussions will remain confidential.

Attendance: It is essential that you attend every section meeting and tutorial in order to succeed in this course. If an absence is foreseeable you are expected to notify me or your Teaching Fellow in writing. Excessive absences will severely impact your final grade in the course.

Deadlines and Extensions (Common to all History 97 Courses): Papers must be submitted by the posted deadlines—Sunday before our seminar meeting by 5pm. Late papers will be downgraded by 1 full letter-grade for every 24 hours submitted late (i.e. papers submitted at 5:01pm will receive no higher than a 'B'). This is course policy and no tutor or instructor has any power to alter it. We urge you to plan ahead and to submit early to avoid last-minute problems. The only acceptable excuses for late work are family or medical emergencies. If such an emergency arises, immediately contact the administrative tutor, Elizabeth Cross (ecross@fas.harvard.edu). All extensions must be granted through the administrative tutor. You will need to submit a note from University Health Services, in the case of medical excuses, or your Resident Dean, in the case of family emergencies. If you submit a draft within 2 hours of the deadline, only 1/3 of a letter grade will be deducted per 24 period (such that A- will be the maximum grade).

Required Texts

For purchase (prices from Amazon)--also on reserve in Lamont.

Arlette Farge, *The Allure of the Archive* (Yale UP, 2013) 978-0300176735; $15 [common to all seminars]

Sam Bass Warner, *Streetcar Suburbs: The Process of Growth in Boston* (Harvard UP, 2nd ed. 1978) 978-067482113; $22.18

Jane Jacobs, *The Death and Life of Great American Cities* (NY: Vintage Reissue, 1992) 978-0679741954; $9.57

Robert Caro, *The Power Broker: Robert Moses and the Fall of New York* (New York, Vintage Press 1975) 978-0394720241; $14.79

Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (Oxford UP, 1985) 978-0195049831; $14.98

Thomas Sugrue, *Origins of Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton UP, Revised Edition 2005) 978-0691121864; $29.40

Readings not for sale will be provided via the course website.

Unit 1: What is Urban History?

Examining the Various Approaches to Historicizing Cities

Week 1 (Tuesday Jan. 26)--seminar: past and present motives for doing urban history

- Topics: examining various approaches to urban history, motivations and methods in U.S., Europe, and the Global South
- introduction to course content and discussion.
- introduction to the tutorial elements (led by your tutor)
- discussion of the first assignment (due Week 3).
- Reading:
- Lewis Mumford, "What is a City" in Richard Le Gates and Frederic Stout, *The City Reader*, 92-96.
- David Harvey, "Contested Cities: Social Process and Spatial Form," in Jewson and McGregor, eds. *Transforming Cities: Contested Governance and New Spatial Divisions*, 19-27.
- Peter Hall, "City as Pleasure Principle: Vienna 1780-1910," Cities in Civilization (London: Phoenix Giant, c1998) 159-201.
- Mike Davis, "The Treason of the State," in *Planet of Slums*, 50-69.
- Hazel Carby, "Policing the Black Woman's Body in an Urban Context," *Critical Inquiry* 18 (1992): 738-755.

Assignment: Choose a neighborhood in Boston to visit outside of Cambridge. Use either Mumford of Harvey's mode of analysis to report your observations to the class on Feb. 2.
Monday, February 1: Plenary Meeting (CGIS Tsai Auditorium/South Concourse, 6-8pm)

Week 2 (Feb. 2)--seminar: history among the disciplines and across time

- Topics: archives and sources in the history of history (manuscript v. print, archives vs libraries vs museums as repositories)
- Reading:
- Arlette Farge, *The Allure of the Archive* YUP 2013 [common to all seminars]

Assignment: report on your neighborhood observations from Week #1 (2-5 minutes)
Sunday Feb. 7 Paper #1 due by 5pm (1500 words; ca. 5pp): Historical Narrative—Discussion of your narrative and chosen topic for the course

Week 3 (Feb. 9)--tutorials

Meetings in tutorial groups (5-7 students) for peer review. What is the meaning and purpose of revision? What constitutes productive feedback?
Revised paper #1 due Sunday, February 14 by 5pm

Unit 2: Historiography

Emphasizing successive layers of interpretation
The Pioneers and the "New Guard"

Week 4 (Feb. 16)--responses to a historiographical classic

- Topics:
- What is historiography?

- The formation of a field and the context of its rise
- Reading:
- Frederick Jackson Turner, "The Frontier in American History" (1893)
- Arthur Meier Schlesinger, Sr. "The City in American History" (1940)
- Howard Gillette Jr., "Changing Directions in U.S. Urban History," *OAH Magazine of History*, Vol. 5 No. 2 (Fall 1990) pp. 21-25.
- Richard C. Wade, "Urban Life in Western America, 1790-1830," *The American Historical* Review, Vol. 64, No. 1 (Oct 1958): 14-30

Assignment: use E-resources to find 2 responses to Schlesinger (including *The Rise of the City)*--one from before World War II and another from the postwar period or the late twentieth century. Bring a print out of each and be prepared to present each of these briefly (5 minutes max) to the class.

Week 5 (Feb. 23)--seminar on tropes--decline, progress, fragmentation

- Topic: what are some major debates in urban history? Is the city a site or a process? Should urban history be concerned with place and development or with demographic changes and social life? What is gained and lost in both approaches?
- Reading:
- Sam Bass Warner, *Streetcar Suburbs: The Process of Growth in Boston (1870-1900)*: "Introduction to the Second Addition," Chapters 1-2, Chapter 6-7.
- Joan Scott, "The Glassworkers of Carmaux," 3-48 in Thernstrom and Sennett, eds. *Nineteenth Century Cities: Essays in the New Urban History* (Yale UP, 1969)
- Theodore Hershberg, "The New Urban History: Toward an Interdisciplinary History of the City," *Journal of Urban History* (1978): 3-40
- Terrance MacDonald, "Theory and Practice in the 'New' History: Rereading Arthur Meier Schlesinger's The Rise of the City 1878-1898," *Reviews in American History* 20 (1992): 432-445

Assignment: Choose a historiographical footnote (i.e. a reference to a secondary source) to pursue from Timothy J. Gilfoyle's "White Cities, Linguistic Turns, and Disneylands: The New Paradigms of Urban History," *Reviews in American History* (1998): 175-204. Find the work cited in the library or on e-resources and explain how Gilfoyle used that historiographical reference. Be prepared to make a brief oral report on your finding (2-5 minutes).

This week in addition to seminar: Exploring Hollis and E-Resources

Sunday (Feb. 28): Paper #2 due by 5pm (1500 words, ca. 5 pp): Historiographical Discussion- Literature Review for Final Paper

Week 6 (Mar. 1)—tutorials

Meetings in tutorial groups for peer review discussion.

This week and next in addition to seminar: meetings with Elizabeth Hinton on final paper topics.

Revised paper #2 due Sunday, March 6 by 5pm

Unit 3: Primary Source Analysis

Slum Clearance and Urban Development: Do the ends justify the means?

Highlighting the range of historians' use of government documents and of ways of analyzing them.

Week 7 (Mar. 8)—seminar--held at Loeb Library to explore FHA and Government Documents

- Topic: Examining the material context of sources
- Reading:
- Jane Jacobs, *The Death and Life of Great American Cities* (1961): Introduction, Part 1, Part 4, and (equivalent to) 1 Part your choosing
- Robert Caro, *The Power Broker*: Selections of your choosing
- Text of the Housing Act of 1949, Pub. L. 81-171.
- Division of Slum Clearance and Urban Redevelopment, Housing and Home Finance Agency, *The Relationship between Slum Clearance and Urban Redevelopment and Low-Rent Housing*
- Documents of the Federal Housing Authority (at Lamont)
- Documents of the Boston Redevelopment Authority (at Lamont)

Find sources at Lamont that are relevant to your final paper topic
Assignment: Reflect on a final paper topic.
This week in addition to seminar: Meetings with Elizabeth Hinton on final paper topics.
Spring break (Mar. 12-20)

Week 8 (Mar. 22)--seminar: approaches to a primary source

- Topic: Sample different ways of using government documents including laws, brochures, progress reports, etc. to tell an urban history
- Readings:
- Hillary Ballon, "Robert Moses and Urban Renewal: The Title I Program," 94-114 in Hillary Ballon and Kenneth T. Jackson, eds. *Robert Moses and the Modern City: The Transformation of New York*
- Martha Biondi, "Robert Moses, Race, and the Limits of an Activist State," 116-121 in Hillary Ballon and Kenneth T. Jackson, eds. *Robert Moses and the Modern City: The Transformation of New York*
- Craig Stephen Wilder, "Vulnerable People, Undesirable Places: The New Deal and the Making of the Brooklyn Ghetto, 1920-1990," in *A Covenant with Color: Race and Social Power in Brooklyn*, 175-218.

Assignment: declare choice of primary sources and topic for final paper
In class assignment: prepare for capstone presentations
Sunday (March 27): statement of topic and annotated bibliography due

Week 9 (Mar. 29)--tutorials
Meetings in tutorial groups for peer review discussion.
Paper #3 due April 3 by 5pm (1500 words, ca. 5pp): Analysis of a primary source related to your neighborhood of study

Unit 4: Synthesis
How to merge historiographic analysis and primary sources into a historical argument

Week 10 (Apr. 5)--seminar: another classic/ contextualizing and primary source

- Topic: Discuss a pathbreaking work in light of its tropes and historical context
- Reading:
- Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (1985): Introduction, Chapter 1, Chapter 16, and 2-3 Chapters your choosing
- Thomas Sugrue, *Origins of Urban Crisis: Race and Inequality in Postwar Detroit* (1997): Introduction, Part 1, and 1 Part your choosing

Paper Outline Due Sunday, April 10

Week 11 (Apr. 12)--seminar: in class presentations on final paper

- Assignment: Prepare oral/powerpoint/prezi presentation
- Bring written thesis statement + outline of final paper

Sunday Apr. 17: Draft final papers due by 5pm (10-15 pages, ca 3500 words); these should integrate historiographical analysis, primary source analysis, and contextualization

Week 12 (Apr. 19)—tutorials
Peer review of paper drafts in tutorials

Week 13 (April 26): Final Seminar Session
Monday, May 2, 6-8pm: capstone meeting of whole course, CGIS Tsai Auditorium/South Concourse, 6-8pm
May 4, 5pm: Revised final papers due

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

Jane Kamensky
Robinson Hall Rm. 116 &
Schlesinger Library
kamensky@fas.harvard.edu
Office hours t/k

Teaching Fellow(s):
Subo Wijeyeratne, info t/k
Elizabeth Katz, info t/k

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%

draft

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.

draft

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.

draft

➢ 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**

draft

(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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