

Prof. Jackson
Spring 2009
310 Clough
E-mail: jacksonj@rhodes.edu
Phone: 843-3662
Office Hours: Wednesday 1:00-4:00PM

Senior Seminar
Tuesday, 2:00-4:30 PM

The Senior Seminar is an examination of important themes and issues in the study and writing of history, as seen through selected representative works drawn from diverse fields of historical investigation. Emphasis will be on reading and discussion, with both written analyses and oral presentations required.

Discussion Leadership and Participation

This class will function as a seminar, which means that each student is responsible for doing all the reading and coming to class prepared to engage critically with that reading. The successful functioning of this class depends on the willingness of each student to participate in the ongoing conversation. Listening is not enough; each student is expected to make a reasonable contribution to the discussion so that others may benefit from their insight.

Discussion: I define “participation” as active engagement with the ideas, readings, and conversations that are an integral part of this course. Class attendance is necessary for class participation, since you cannot participate if you are not here. However, you do not earn your participation grade simply by showing up to class. Rather, you must actually participate by joining in the class discussion, posing questions, sharing ideas, and interpreting the readings with your classmates in a thoughtful and reflective way.

I reserve the right to call on any member of the class so that they might contribute to our discussion. I recommend bringing questions that you have about reading assignments or about the previous class meeting if what we discussed is not entirely clear to you. I also recommend bringing a list of comments that you wish to make during class discussion so that you will be ready to contribute. *If you are someone who has difficulty speaking in class for whatever reason, please speak to me about alternative ways of participating.*

Bring to Class: In addition, as part of your regular participation in class, each student will bring to class one review of each book we are reading from an academic journal (look on J-Stor or Project Muse) and be prepared to present the major ideas from that review to the class.

Book Reviews: Each student will give a presentation on a book from outside class which relates to the reading we will do during each class session. This book will also be the book for which you write a review.

Blog: In addition, at the end of class, I will ask one student to write a summary of our class discussion and e-mail it to me. I will then post the summary to a blog I have created for this

class, <http://historyseniorsem.blogspot.com/>. You should subscribe to this blog and read the discussion summaries that I post; this will be especially useful if you must miss class. If you have any comments to add, please respond to the blog entry online so that everyone can read your further thoughts. This is a particularly good way for those of you who do not feel particularly comfortable speaking in class can get your ideas on the table and earn your participation grade. I hope that the blog will allow all of us to continue our classroom discussion. This activity counts as a portion of your class participation grade.

In addition, I may occasionally post blog comments relating to further issues in the reading that I want to bring to your attention.

Books to Purchase

Daniel Lord Smail, *On Deep History and the Brain*

Paul E. Johnson, *A Shopkeeper's Millennium*

Peter Fritzsche, *Reading Berlin 1900*

George Chauncey, *Gay New York*

Noel Ignatiev, *How the Irish Became White*

Jane Lydon, *Eye Contact*

Kristin Ann Hass, *Carried to the Wall*

Writing

General Guidelines: No essay which fails to conform to the following guidelines will be accepted.

All essays must include:

- (1) A signed honor code pledge;
- (2) An engaging title which captures the main thrust of your argument. I will **not** accept papers with titles like "Paper #1." You must also include your name and the date;
- (3) A **final word count** of the body of your essay (not including footnotes, endnotes, bibliography, or title). This word count must be indicated on your first page of your essay;
- (4) Appropriate citations, either footnotes or endnotes, which follow the *Chicago Manual of Style*. Copies of this style manual are in the library and the history department office. The style manual commonly known as "Turabian" (i.e. Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*) is a shortened version of the Chicago style guide and is acceptable;
- (5) Appropriate American-style punctuation and general formatting as indicated in the *Chicago Manual of Style*;
- (6) Sequential page numbers at the bottom of each page beginning with page 1. All notes should also use numbers, not symbols or letters;
- (7) An introductory paragraph which clearly states your interpretive claim (i.e. thesis) and answers all of the following questions: (a) what is the paper about, (b) what is the reader going to find out, (c) why is this paper worth reading -- i.e. the "so what" question.

Assignments:

1. **Book Review:** Each student in the class will be responsible for reading a book outside the course syllabus, writing a substantive book review, and presenting that book in class. Book reviews should be between 1,500 and 2,000 words and should analyze the author's argument in light of the issues we are discussing in class. There are additional tips for book reviewing in my faculty folder on the academic volume.
2. **Essays:** Students must write papers on four (4) of the six (6) books (not counting *On Deep History and the Brain*) and the articles which accompany them on the syllabus. Each essay must analyze the author's approach to history by discussing how and why that author approaches his or her research, how the book changes the way you think about historical research, the strengths and weaknesses of the approach, and what you take away from the book as the "lessons" which historians might learn about doing history. You should use the articles to support your analysis. Each paper should make a unique, interpretive claim in which you argue what you think is the importance of this book. Each paper should be between 1,500 and 2,000 words and is due one week after we discuss the book in class.

Grades

Essays:	50%
Book Review and Presentation:	20%
Class Participation and Blog Writing:	30%

Our Schedule for the Semester

1/20 Introduction

1/27 Thinking About History

Reading: Daniel Lord Smail, *On Deep History and the Brain*

2/3 Theories of Structures of Historical Development: *Annales*, Marxism, and *Altsgeschichte*

Reading: (1) Fernand Braudel, "History and the Social Sciences: The Longue Durée," (2) Eric Hobsbawm, "Marx and History" (3) Alf Ludtke, "Introduction: What Is the History of Everyday Life and Who Are Its Practitioners?" (4) E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism"

Book Review: E. J. Hobsbawm, *Primitive Rebels*

2/10 Paul E. Johnson, *A Shopkeeper's Millennium*

Book Review: John J. Waters, *The Otis Family in Provincial and Revolutionary Massachusetts*

2/17 Anthropology, Literary Theory, and Cultural History

Reading: (1) Lynn Hunt, "Introduction: History, Culture, and Text," in *The New Cultural History*; (2) Clifford Geertz, "Thick Description" (3) Hayden White, "The Value of

Narrativity in the Representation of Reality” (4) Robert Darnton, “The Great Cat Massacre”

Book Review: Karen Halttunen, *Murder Most Foul*

2/24 Peter Fritzsche, *Reading Berlin 1900*

Book Review: Mario Biagioli, *Galileo, Courtier*

3/3 Gender, Sexuality, and History

Reading: (1) Joan Scott, “Gender: A Useful Category for Historical Inquiry” (2) Mary Louise Roberts, “Samson and Delilah Revisited” (3) “Introduction” to *Queer Studies: An Interdisciplinary Reader*

Book Review: Bonnie Smith, *Ladies of the Leisure Class*

3/10 George Chauncey, *Gay New York*

Book Review: Robert Nye, *Masculinity and Male Codes of Honor in Modern France*

3/17 SPRING BREAK

3/24 Histories of Race

Reading: (1) Sander Gilman, “The Madness of the Jews,” in *Difference and Pathology*; (2) Paul Gilroy, “The Black Atlantic as a Counterculture of Modernity,” in *The Black Atlantic*; (3) Edward Said, *Orientalism*, “Knowing the Oriental” (4) Carl H. Nightengale, “Before Race Mattered,” *American Historical Review*, February 2008

Book Review: George M. Fredrickson, *Racism: A Short History*

3/31 Noel Ignatiev, *How the Irish Became White*

Book Review: Heide Fehrenbach, *Race after Hitler: Black Occupation Children in Postwar Germany and America*

4/7 History, Material Culture, and Visual Culture

Reading: (1) Leora Auslander, “Beyond Words” (2) T.H. Breen, “Baubles of Britain: The American and Consumer Revolutions of the Eighteenth Century” (3) Karal Ann Marling, “Elvis Presley’s Graceland, or the Aesthetic of Rock ‘n’ Roll Heaven”

Book Review: James Deetz, *In Small Things Forgotten*

4/14 Jane Lydon, *Eye Contact*

Viewing: *Antiques Roadshow* (Monday night at 7:00 PM on WKNO, Channel 10)Book

Review: David Lubin, *Shooting Kennedy*

4/21 Private and Public History and the Uses of History

Reading: (1) Nadia Abu El-Haj, "Translating Truths" (2) Roy Rosenzweig and David Thelen, *The Presence of the Past* (3) Nancy L. Green, "A French Ellis Island?" (4) Deborah Posel, "History as Confession: The Case of the South African Truth and Reconciliation Commission," *Public Culture*, January 2008

Book Review: Sanford Levinson, *Written in Stone: Public Monuments in Changing Societies*

4/28 Kristin Ann Hass, *Carried to the Wall*