## HIST 485-02, Senior Seminar, Fall 2008

**Prof. Jackson**
**Fall 2008**
**310 Clough**
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**Phone: 843-3586**
**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.

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.

To accomplish that goal, will be called on to class discussion. I will choose discussion leaders at the beginning of each class session. Therefore, you should be prepared to lead discussion at a moment's notice. To do so, you should arrive in class having done the reading and prepared a list of questions or issues for students to discuss. Discussion leadership also entails giving a brief (10 minute maximum) presentation to your colleagues about the main ideas and issues raised by the reading. This activity counts as a portion of your class participation grade.

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*
Dana Hale, *Races on Display*
David M. Lubin, *Shooting Kennedy*
Kristin Ann Hass, *Carried to the Wall*

**Writing**

1. Book Review: Each student in the class will be responsible for reading a book outside the course syllabus and writing a substantive book review. Book reviews should be approximately 5-7 pages long and should analyze the author's argument in light of the issues we are discussing in class.

2. Essay(s): You have two options
   A. 3 short essays (5-7 pages each)
      Essay #1 on readings through 9/9 - 9/30
      Essay #2 on readings from 10/7 - 11/11
      Essay #3 on readings from 11/18 - 12/9

   B. 1 long essay (15-20 pages)

Whether you choose the long or the short essays, your goal is to analyze the strengths and weaknesses of the arguments in each of the books, using the shorter readings to support your claims.

3. Final Exam on Haas, *Carried to the Wall* (5 pages)

**Grades**

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|---|---|
| Book Review Essay: | 20% |
| Essay(s): | 50% |
| Discussion Leadership, Class Participation | |

and Blog Writing: 30%

**Our Schedule for the Semester**

9/2 **Introduction**

9/9 **Thinking About History**
Reading: Daniel Lord Smail, *On Deep History and the Brain*

9/16 **Theories of Structures of Historical Development: Freud, *Annales*, Marxism, and *Altagsgeschicte***
Reading: (1) Peter Gay, *Freud for Historians,* (2) Fernand Braudel, "History and the Social Sciences: The Longe Durée," in *On History* (3) Eric Hobsbawm, "What Do Historians Owe to Karl Marx," from *On History* (4) Alf Ludtke, "Introduction: What Is the History of Everyday Life and Who Are Its Practitioners?" from *History of Everyday Life* (5) E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism"

9/23 Paul E. Johnson, *A Shopkeeper's Millennium*
LAST DAY TO TELL JACKSON WHICH BOOK YOU ARE REVIEWING

9/30 **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"

10/6 SHORT ESSAY #1 DUE

10/7 Peter Fritzsche, *Reading Berlin 1900*

10/14 **Gender, Sexuality, and History**
Reading: (1) Joan Scott, "Gender: A Useful Category for Historical Inquiry" (2) Mary Louise Roberts, "Samson and Delilah Revisited" (3) Scott Mclemee, "A Queer Notion of History"

10/21 FALL BREAK

10/28 George Chauncey, *Gay New York*

11/4 **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 At-*

*lantic;* (3) Edward Said, *Orientalism,* "Knowing the Oriental" (4) Carl H. Nightengale, "Before Race Mattered," *American Historical Review,* February 2008

11/11 Dana Hale, *Races on Display*

11/18 **History, Material Culture, and Visual Culture**
Reading: (1) Alan Mayne, "On the Edges of History: Reflections on Historical Archaeology," *American Historical Review,* February 2008 (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"

12/1 SHORT ESSAY #2 DUE

12/2 David M. Lubin, *Shooting Kennedy*
Viewing: *Antiques Roadshow* (Monday night at 7:00 PM on WKNO, Channel 10)

12/9 **Private and Public History and the Uses of History**
Reading: (1) Deborah Lipstadt, *Denying the Holocaust* (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

Viewing: Henry Louis Gates, Jr., *African-American Lives*

12/11 BOOK REVIEW DUE

TBA SHORT ESSAY #3 DUE, LONG ESSAY DUE, FINAL EXAM DUE
Final Exam: Kristin Ann Hass, *Carried to the Wall*

**Prof. Jackson**
**Department of History**
**Rhodes College**

**Philosophy**

I believe that we are a community of scholars actively working together to discover something new about our world and ourselves. To achieve those goals, we must struggle together, asking questions about what we don't yet know and challenging our assumptions about what we think we know and believe. Teaching is also a team effort. I am asking each of you to accept a certain amount of responsibility in this class for contributing to our intellectual commonwealth by being willing to question, to challenge, and to propose new ideas and interpretations. In other words, I am asking you to be a good citizen of Rhodes College and of this classroom by contributing to the success of everyone in it.

History is not a list of facts and events, but an ongoing series of debates about what those facts and events mean. In taking this class, you are joining in a world-wide discussion that continually asks about the ongoing meaning and significance of life's events both past and present.

But while teaching and historical debates are group activities, learning is, in the end, an individual act. No one can make another person learn something if they do not want to, and only you can choose to receive something from your time in this class. To that end, think carefully about how you prepare each day for class, how you study for exams, and how seriously you approach your essays. Your grades will reflect your individual performance, and the amount of effort you apply will directly effect your outcomes.

My personal goals for all my classes are: (1) that everyone succeeds to the best of their abilities, (2) that everyone improves in their capability to think analytically and creatively, and (3) that everyone grows in their capacity to express themselves, to create knowledge, and to engage with their world.

## Class Policies and Procedures

General

1. I expect you to come to each class prepared to listen, ask questions, discuss readings, and take notes. You should bring all necessary materials to class including all reading assignments for the day, your reading notes, notes from previous classes, and materials that I may ask you to prepare for a particular class session.

2. I expect each of you to be actively engaged in the functioning of this class, and you should come prepared to participate in our ongoing class discussion. 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.

3. You should come to every class session. There is no such thing as an "excused absence" (with the possible exception of a medical leave that is officially approved by the College administration). Absences for athletics or other extra-curricular activities are not "excused" even if they are officially announced. Therefore, you are allowed to miss three (3) class periods for any reason. Additional absences will adversely effect your grade for the course since you cannot participate in our community of scholars if you are not here.

If you are absent from class, it is ***your responsibility*** to talk to me and to fellow classmates to find out what you have missed. I frequently distribute handouts or make additional assignments in class, so you need to check with me to find out if I have done so for the day of your absence. You are still responsible for all material covered in each class period regardless of whether you attended it.

I will take attendance at the beginning of every class meeting to establish your presence. If you are not present when attendance is taken, you may be counted absent, so please arrive to class early or on-time.

4. Each of you is bound by the Honor Code as elaborated in the Student Handbook, and no violation will be tolerated. Please review the Student Handbook if you are unclear about the details of the Honor Code, particularly the definitions in Article I, Section 3. If you are unfamiliar with the definition of "plagiarism," you can find it there. On every assignment, you should reaffirm the Honor Code by writing the entire honor pledge and signing your name. No work will be accepted without an Honor Code pledge. Studying together and reading one another's papers is always a good idea, but make sure that your work is your own. Collaboration on an assignment that results in remarkably similar results, whether intentional or accidental, is a violation of the honor code.

5. I reserve the right to make changes in the syllabus as the semester progresses, but I will always make changes known to you as soon as possible, and I will make reasonable accommodations for assignment due dates should the schedule changes warrant. I also reserve the right to give unannounced quizzes in class or to make short assignments for the next class period with no advance notice.

6. All assignments must be turned in to be eligible for a passing grade in this course. No student will be allowed to pass without having turned in every assignment.

Essays

7. Essays are due in class as indicated on the syllabus. No papers will be accepted under my door, in my mailbox, under my office door, or electronically except in the event of extreme circumstances which must be approved by me in advance of the due date. I will accept papers only from students who are present in class on the date on which the paper is due; I will not accept papers submitted by proxy. Late papers will not be accepted except in extreme circumstances which must also be approved by me in advance of the date on which the paper is due.

You are responsible for keeping a backup copy of each writing assignment for the course. In the unlikely event that I misplace your essay, I will ask you for another copy as soon as I realize that I need it. If you cannot provide a copy of any assignment to me upon request, you will forfeit your entire grade for that assignment.

Courtesy

8. Turn off all cell phones during class time unless I have approved their continued activation in advance. If you leave the classroom to answer a cell phone call, do not return.

9. Learning happens when done in an environment in which everyone feels free to express themselves openly without fear of ridicule or recrimination. I will not tolerate any disrespect of other students or their viewpoints during class.

Disabilities

10. I am happy to make reasonable accommodations to people with ***documented*** disabilities. Please consult the appropriate College administrators before coming to see me. Once you have done so, please discuss your particular needs with me as soon as possible.

revised 7/2005