

**HIST 299H UR Research: History and Your Project**  
(TENTATIVE SYLLABUS)

**Mondays and Wednesdays, 6:15-7:30 pm**  
**Frederick Douglass Room 302**  
**Prof. Pablo Sierra**  
**Spring 2021**

Zoom Class Meeting ID: 941 7308 1994

<https://rochester.zoom.us/j/94173081994?pwd=VHNhYTVNbIRXZXdlWkxvMmQ1YTF4QT09>

Zoom Office Hours Meeting ID: 869 864 9635

<https://rochester.zoom.us/j/8698649635>

Office Hours: Tuesdays & Thursdays, 1-2 pm

This seminar introduces students to grant-writing techniques, primary source identification and prospectus preparation in History. HIST 299H is mandatory for students interested in completing the History Honors program next year. (Taking this course does not guarantee admission to Honors.) Students who are planning on developing an independent study or a self-initiated projects separate from Honors are also welcome. We will analyze select readings on questions of memory, power, archives and our motivations as writers of History. Please note that as a two-credit course, we will only meet the first eight weeks of the semester (Feb. 1-Mar. 24).

Your course objective will be to produce a grant proposal and a prospectus for a larger research project of your choice. Whether you are interested in researching Soviet Gulags, the 1950s Chilean workers' movement, the struggle for women's suffrage in France, race relations in South African football or anything else, your prospectus will serve as a guiding document to future research. What has already been written about your topic? What kinds of sources have historians used to craft these narratives? How have certain methods, archives and voices shaped the particular topic you hope to investigate? And, most importantly, how will you advance the field?

This is a discussion-intensive course that will require considerable engagement with your peers' proposed projects and vantage points. The course also requires that you reflect critically on the feedback that others will offer on your research abstract, grant proposal and prospectus. Your participation in the course is worth a full 25% of your research grade for the semester. The remainder of your grade will be awarded to three prospectus submissions (see grading structure below).

**Required Books**

Farge, Arlette. *The Allure of the Archives*. New Haven: Yale University Press, 2013.

- available as e-book via UofR Library website

Maza, Sarah. *Thinking about History*. Chicago: University of Chicago Press, 2017.

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995 (or 2015 edition).

- available as e-book via UofR Library website

Weld, Kirsten. *Paper Cadavers: The Archives of Dictatorship in Guatemala*. Durham: Duke University Press, 2014.

**Grading Structure**

- Prospectus first section (Introduction, Historiography sections), 25%
- Prospectus second section (Research Methods, Writing Plan sections) 25%
- Prospectus full submission (four elements above and full bibliography), 25%
- Participation (in-class and online), 25%

**Grading scale**

A 100-93%	A- 92.9-90%	
B+ 89.9-87%	B 86.9-83%	B- 82.9-80%
C+ 79.9-77%	C 76.9-73%	C- 72.9-70%
D+ 69.9-67%	D 66.9-63%	D- 62.9-60%
E Below 60%		

**University of Rochester COVID-19 regulations**

The University is committed to protecting the health and safety of the entire community – students, faculty and staff. For this reason, it is mandatory that everyone wear a mask in University buildings and observe appropriate social distancing, including classrooms. Masks have been provided to students, faculty and staff and classrooms have been specifically assigned to allow for social distancing to support these requirements. You must wear a mask appropriately (e.g. over nose and mouth) if you are attending class in person, and you must do this for every class session and for the entire duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply.

If you do not want to wear a mask, you may consider taking the course remotely (online). This may require you to complete a set of online requirements different from the in-person requirements, although these will be equivalent in their learning objectives.

Students who refuse to adhere to requirement for mask wearing or social distancing the course will be in violation of the COVID-19 Community Commitment and will be referred to the Student Conduct system through a COVID-19 Concern Report. Such referrals will lead to student conduct hearings and may result in disciplinary action. Students who feel unable to wear a mask may contact the Office of Disability Resources to explore options for accommodations. Students requiring accommodations may be asked to participate in the course through synchronous or asynchronous learning as part of this accommodation.

## **Other Policies**

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in this course are expected to devote at least one additional hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper.

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined here (<http://www.rochester.edu/College/honesty/>.) For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association's 'Defining Plagiarism,' <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>

## **Course Schedule**

### **Module I**

#### ***Week 1 – The Archive***

*Monday, February 1 (class via Zoom)*

- Introductions
- Farge, *The Allure of the Archives*

*Wednesday, February 3 (class via Zoom)*

- Farge, *The Allure of the Archives*

#### ***Week 2 – Paper, Power and Silences***

*Monday, February 8*

- Trouillot, *Silencing the Past*

*Wednesday, February 10*

- Conference abstract (200 words) due by 6 pm
- In-Class Activity: Abstract peer review

## **Module II**

### ***Week 3 - Positioning Your Project I***

*Monday, February 15*

- Maza, *Thinking about History*, Intro-Ch. 3

*Wednesday, February 17*

- Top 5 and the G.O.A.T.

### ***Week 4 – Positioning Your Project II***

*Monday, February 22*

- Maza, *Thinking about History*, Ch. 4-Conclusion

*Wednesday, February 24*

- first half of prospectus: Introduction, Historiography sections due by 6 pm (6 pages)

*\* It is crucial that you meet with potential faculty advisors, schedule office hours visits before the end of Module II, especially important for students considering History Honors applications*

## **Module III**

### ***Week 5 – Violent States, Violent Archives, pt. I***

*Monday, March 1*

- Weld, *Paper Cadavers*, Intro-Ch. 4

*Wednesday, March 3*

- Discover Grant or comparable application due at 6 pm
  - o 500-word research statement
  - o 500-word personal statement

### ***Week 6 – Violent States, Violent Archives, pt. II***

*Monday, March 8*

- Weld, *Paper Cadavers*, Ch. 5-Conclusion

*Wednesday, March 10*

- second half of prospectus: Work Plan, Conclusion sections due by 6 pm (6 pages)

## Module IV

### ***Week 7 – Voices of Present, Memories of the Past***

*Monday, March 15*

- Select *three of the five articles below* and prepare notes for class
  - Sangster, “Telling our stories: feminist debates and the use of oral history” \*
  - Beverly, “The Real Thing” (article on *testimonio* in Guatemala) \*
  - Cahn, “Sports Talk: Oral History and its Uses, Problems and Possibilities for Sports History” \*
  - Kushner, “Oral History at the Extremes of Human Experience: Holocaust Testimony in a Museum Setting” \*
  - Mahajan “Beyond the Archives: Doing Oral History in Contemporary India” \*

*Wednesday, March 17*

- Honors Program application due at 6 pm
  - 1000-word research statement and work plan
  - Preliminary bibliography (separate primary and secondary source listings)

### ***Week 8 – History as Photography***

*Monday, March 22*

- Kevin Coleman, *A Camera in the Garden of Eden*, 1-30 \*
- Daniel James and Mirta Zaida Lobato, “Family Photos, Oral Narratives, and Identity Formation: The Ukrainians of Berisso” \*

*Wednesday, March 24*

- Final prospectus (12 pages) and full bibliography due by 6 pm

**\* Discover Grant applications open on February 1 and are due by March 31, 2021. Do not wait until the last second, submit early!**

- Funding decisions announced April 15, 2021