

History 7100:301, 2023
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RESEARCH IN AMERICAN AND AFRICAN-AMERICAN HISTORY

Course Description

(Preliminary draft: please note that readings and assignments may change)

This course is designed to guide and facilitate research in American and African-American History. The course's readings, assignments, and discussions combine to prepare students to complete its major assignment: a 30-page research paper on some aspect of American or African-American history.

To this end, the course will begin with a brief survey of current debates on historical writing, which students will be encouraged to read with an eye to thinking about the themes and theoretical underpinnings involved in their own projects. Early readings will also include a couple of exemplary articles, which the class will analyze as models of the article form.

Reading, however, will never be the major focus of the course: the majority of the class time will be devoted to the development and writing of research papers. Each class will move students through a series of assignments designed to guide the research and writing of their papers. These assignments will involve peer review and will include student presentations on research projects, paper proposals, and early drafts of papers. In addition to moving along on their own projects, students be expected to provide high-quality feedback on work presented by other members of the seminar during the scheduled weekly meetings

We will begin the research process very early in the course, so prospective students for this course are encouraged to begin thinking about paper topics in advance.

The course grade will be divided as follows. Class participation will determine 25% of your grade; the paper proposals 15 %, and the paper 60%.

COURSE SCHEDULE

Week 1: Introduction

ASSIGNMENT: Pick an article to lead discussion on from the readings for week two (see assignment 1 below)

Week 2: Historical Approaches

ASSIGNMENT: 1) Work with one other class member to summarize and lead the discussion on one of the articles. 2) Submit a working bibliography on your research. The working bibliography should be a list of the books you are looking at and planning to look at for your paper topic. Please use a bibliographic program such as zotero in preparing your bibliography. <https://guides.library.upenn.edu/citationmgmt>

READING:

Stephen Tuck, 'The New American Histories', *The Historical Journal*." 48:3 (2005) pp. 811-832
<https://doi-org.proxy.library.upenn.edu/10.1017/S0018246X0500467X>

Cook, James W. "The Kids Are All Right: On the 'Turning' of Cultural History." *The American Historical Review* 117:3 (June 2012), 748-771. <https://doi.org/10.1086/ahr.117.3.746>

Boydston, Jeanne. "Gender as a Question of Historical Analysis." *Gender & History* 20, no. 3 (2008): 558-583. <https://doi-org.proxy.library.upenn.edu/10.1111/j.1468-0424.2008.00537.x>

"Interchange: The Promise of Digital History." *The Journal of American History* 95, no. 2 (September 1, 2008): 452-91 <https://www-jstor-org.proxy.library.upenn.edu/stable/25095630>

Week 3: Internationalizing American History

ASSIGNMENT: Presentation of Paper Topics: Week 1. During the second half of the class no more than four students will present their paper topics. Presentations should be illustrated with the "readings on paper topics" described below.

READING:

Ann Laura Stoler, "Tense and Tender Ties: The Politics of Comparison in North American History and (Post)Colonial Studies," *Journal of American History* 88: 3 (December, 2001), <http://www.jstor.org/stable/2700385>

Mary Renda Response. <http://www.jstor.org/stable/2700389>

Robin D.G. Kelley, "'But A Local Phrase of a World Problem' Black History's Global Vision 1883-1950," *Journal of American History*, 86:3. <http://www.jstor.org/stable/2568605>

Lara Putnam, The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast, *The American Historical Review*, Volume 121, Issue 2, April 2016, Pages 377–402. <https://doi.org/10.1093/ahr/121.2.377>

READING ON PAPER TOPICS

Other common readings for this week will consist of selections chosen by students to illustrate the questions and sources that will shape their papers topics Each presenter should assign brief readings from the primary sources they intend to use in their research and come prepared to discuss one or more articles that engage some of the issues central to their research

Week 4 : Self and Subject in American History

ASSIGNMENT: Presentation of paper topics (week 2) During the second half of the class no more than four students will present their paper topics. Presentations should be illustrated with the “readings on paper topics” described below

READING:

“Round Table: Self and Subject” *Journal of American History*, 89:1 (June 2002): 17-53
<http://www.jstor.org/stable/2700777>

Hamlin, Françoise N. "Historians and Ethics: Finding Anne Moody." *The American Historical Review* 125, no. 2 (2020): 487-497. <https://doi-org.proxy.library.upenn.edu/10.1093/ahr/rhz1228>

Boyd, Nan Alamilla. "Who is the subject? Queer theory meets oral history." *Journal of the History of Sexuality*, vol. 17: 2 (2008}
https://link-gale-com.proxy.library.upenn.edu/apps/doc/A179195164/LitRC?u=upenn_main&sid=LitRC&xid=4c8eb41e

Mann, Regis. “‘Forever Perverse, Queer, Askew’: Notes on Slavery and Resistance in African American Studies.” *Journal of American Studies* 49, no. 01 (February 2015).
http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&res_dat=xri:bsc:&rft_dat=xri:bsc:rec:iibp:1646952162

READING ON PAPER TOPICS

Other common readings for this week will consist of selections chosen by students to illustrate the questions and sources that will shape their papers topics. Each presenter should assign brief readings from the primary sources they intend to use in their research and come prepared to discuss one or more articles that engage some of the issues central to their research

Week 5: Writing Articles: Examples

ASSIGNMENT: ***Paper proposals due, bring copies for all class members***

READING: prize-winning articles by Ph.D.students

Scott Sandage, "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, *The Journal of American History*, 80:1 (June 1993), 135-167
<http://www.jstor.org/stable/2079700>

Sasha Turner, "The Nameless and the Forgotten: Maternal grief, Sacred protection, and the Archive of slavery, *Slavery & Abolition*, 38:2, 232-250,
<https://doi-org.proxy.library.upenn.edu/10.1080/0144039X.2017.1316962>

Week 6: Class Discussion of Paper Proposals

Week 7: Research and Individual Meetings

Week 8: Paper Outlines and Progress Reports

Week 9 : Introductions

*** Friday: First Drafts due***

Week 10: Class Discussion of Drafts

Week 11: Class Discussion of Drafts

Week 12: Second Drafts Due

Week 13: Class Discussion of Drafts

Week 14: Class Discussion of Drafts

Week 15: Final Papers Due: Class Part