

HY 410: Senior Seminar/HY 420: Senior Essay (and HY 430/431: Senior Thesis)
The History Senior Experience
Spring 2018, Blocks 5-6
Chicago and Colorado Springs

Professor Amy Kohout

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505-280-9365 (cell) — for when we are in Chicago

when back in Colorado Springs, email is best

office hours: see calendar; also available by appointment

Course description

HY410 is an advanced senior seminar on selected topics and themes in historical study.

HY420, the senior essay, is focused on independent, primary source research.

HY430/HY431 are for thesis students, and, like HY420, center on independent research and writing. These courses are designed to support students as they imagine, plan, write, and refine their capstone projects in the History major. Students pursuing combined majors are welcome to participate in these courses as well.

Course rationale

The goal of these linked courses is to support you to do the work that historians do; namely, to research, draft, revise (and revise, and revise) your capstone project (a senior essay or thesis). This project should draw on primary material to make an original contribution to historical scholarship. Though we are working toward producing a thing that will represent, in many ways, the work you have done in the history major at Colorado College, our emphasis throughout these courses will be on the process of researching, writing, and **doing** history. As such, we will begin in the archive, with a consideration of how archives are constructed, what materials they contain, and what questions we might ask about the kinds of sources historians have to work with. From there, we will identify primary material we find compelling, and read, think about, and workshop these sources. This work—reading, thinking with, and talking through primary materials—will be the central component of our time at the Newberry Library. Three weeks is not a long time, and I want to make sure you have as many hours in the archive as possible. During week three, we'll shift our focus to the ways our primary sources prompt questions about broader scholarly conversations relevant to our chosen topics. We'll expand our research process to include more secondary, or historiographical literature, and we'll workshop key articles with other members of the group, in order to begin mapping out the connections between our primary sources and historical scholarship. These conversations will help us work toward the final assignment of HY410: a prospectus and workplan for your capstone project.

Learning outcomes

This course is designed to introduce you to archival research and project management, and to support you as you develop the skills historians use to make sense of the past. Your work for this course should demonstrate that you can:

- (a) identify and develop a research question
- (b) conduct archival research effectively
- (c) select and analyze primary sources relevant to your question
- (d) develop a prospectus (including discussion of your question and primary sources, an annotated bibliography) and a detailed project workplan

Required texts

Kate Turabian, et al, *A Manual for Writers of Research Papers, Theses, and Dissertations*, (Chicago: University of Chicago Press, 2013, 8th ed.)

All other course readings, mostly articles and book chapters, are available on Canvas. To access them, you'll need access to the internet at the McLennan Center.

Internet access

The network to use is McLennanGuest, and the password is cornellchicago (all lowercase). If accessing the internet using a laptop, you will be directed to download SafeConnect, an app that verifies that your machine is appropriately protected by antivirus software. It is required for all students at Cornell College, and all users of the Cornell College WiFi network. Please let me know ASAP if you have any trouble with this.

A note on participation

This course is designed to introduce you to—and immerse you in—the work historians do, and as such, it is organized around discussions of primary and secondary source material and workshops focused on the sources we'll use and the writing we produce. Sometimes we'll meet one-on-one, sometimes we'll work in small groups, and sometimes we'll have conversations as a whole class. I expect that you will show up each day prepared to jump into these conversations, regardless of whether the focus is your work, a classmate's work, or a source or scholarly text we are discussing together.

Assignments

Research field book and participation 20%
primary source assignments (including Show and Tell) 20%
historiography assignments 20%
Prospectus and workplan 20%
HY420/430/431 workshops 20%

Guidelines for submission of written work

Unless otherwise specified, you will submit writing assignments at the specified time. The work you turn in for this class should be double-spaced (except when directed otherwise), in 12 pt Times New Roman font, with 1-inch margins. Put your name, the course number,

and the date at the top of the first page. Everything you hand in is pledged work; please indicate this on your assignments with HCU (meaning Honor Code Upheld). When citing ideas and/or texts that are not your own, please use Chicago Notes-Bibliography as your citation style; after all, this is what you will be using in your essays and theses, so you might as well start using it now. Plus, you've got an excellent handbook for using this citation style. Lastly, remember to proofread!

Late work

I will accept late work; however, it is in your best interest to submit work on time, as we are going to be working on a schedule that will make managing a large project much easier. We will also be doing a fair bit of workshopping—of sources, of drafts, which means lateness will limit your opportunity to benefit from the collaborative work of scholarly production (not to mention signal of disrespect for your colleagues and the time they will put into reading and thinking about your work). **A pattern of late work will significantly impact your grade for HY410.**

Grading*

You will receive your grade for HY410 at the conclusion of both HY410 AND HY420 or HY430/431; this grade will reflect the work you do to plan, research, draft, and workshop in both blocks of your capstone experience. Your grade for HY420 (or HY430/431) will be the grade you receive on your senior essay or thesis, and will be assigned by your first reader. You will receive this grade in Block 8, after submission of your capstone project.

*Note: you must complete all assignments in order to pass this course.

Grading scale

For a full explanation of Colorado College policies on credit and grades, see the Academic Policies section of the Colorado College Catalog of Courses. I use the same grade schedule to calculate final grades in my courses: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; and NC = 0.0.

Please also review the college's statement on what these letters and numbers mean:

A – Excellent work that reflects superior understanding and insight, creativity, or skill.

B – Good work that reflects a high level of understanding and insight, creativity, or skill.

C – Adequate work that indicates readiness to continue study in the field.

D – Marginal work, only minimally adequate, raising serious question about readiness to continue in the field.

Policy on absences and lateness

Because discussion is central to the study and practice of history, attendance is critically important. As such, unexcused absences will impact your grade in this class: for each unexcused absence, your final grade will be lowered by 1/3 of a letter. If you do miss a class meeting, you are responsible for finding out what you missed and making up the work so that you are prepared for the next class meeting. Please be on time; lateness will also affect your grade. If you need to miss class due to illness, emergency, athletics, religious observance, etc., please email me or talk with me as soon as you can.

Colorado College policies

I respect and adhere to Colorado College policies and regulations pertaining to the observation of religious holidays, assistance available to students with disabilities, plagiarism and academic integrity, sexual harassment, and racial or ethnic discrimination. Students are advised to familiarize themselves with these policies and encouraged to discuss any questions or concerns they may have with me. You have all signed a student pledge for our time in Chicago at the Newberry. The text of that agreement is available for your review at any time on our class Canvas page; additionally, Cornell College policies for the McLennan Center are included below.

Inclusion and diversity in the classroom

We are necessarily going to encounter and talk through hard things this block. Doing work in the archive is a process of reckoning with both power and possibility. What is saved? Whose voices can we access? What can we know from the materials we have, and what questions remain unanswered? To fully examine the questions we are each pursuing in our research projects, we're going to need a workspace that is equal parts rigorous and generous – to the scholars we'll read, to the sources we grapple with, and to each member of our group. I am committed to fostering a community (in the archive, in our classroom, and in our shared living space) that is productive for all participants, and to do that, I'm going to need your help. We'll talk together about what this looks like, but here, as we begin, I want to highlight how important it is that we appreciate and respect that a diversity of identities, backgrounds, experiences, and perspectives only enriches the work we will do together. After all, the discipline of history is built on using a range of source material to construct arguments about the past. Which actors and perspectives we look for—and which voices we find in the historical record—help to shape the arguments we make and the stories we tell.

Furthermore, independent research projects are hard work. Archival research can be uncomfortable, surprising, and at least for me, incredibly humbling. We are going to need to encourage and support each other — which means building a space where we can push each other, in the good way, to keep looking, keep thinking, keep writing — and keep going. It's worth it, I promise.

Accommodations for students with disabilities and learning differences

Full accommodations are the legal right of students with all kinds of disabilities, whether learning differences or physical disabilities. I am happy to provide these accommodations. If you experience a disability and are requesting accommodations for this course, please speak with me privately as soon as possible so we can discuss how best to put accommodations in place. If you have not already done so, please connect with Accessibility Resources (Armstrong 211, 719-227-8285), the office responsible for coordinating accommodations and services for students with disabilities.

Academic honesty

It is expected that you will abide by the Colorado College Honor Code. Please be sure to familiarize yourself with the Honor Code, and, in particular, the policy on plagiarism. If you have any questions about what constitutes plagiarism or proper citation, please ask! (And of course, we'll review what this means in the context of the work we'll be doing together this block.)

Specific policies pertaining to the Cornell College McLennan Center

A commitment to uphold standards dedicated to personal and academic excellence is an essential part of membership in the Cornell College community. Members of the Cornell community are expected to:

- Embrace freedom of inquiry and expression.
- Practice integrity.
- Respect the dignity of all persons.
- Respect the rights and property of others.
- Affirm equal rights and opportunities for all.
- Care for the health and well-being of community members.
- Maintain a caring, safe environment.
- Participate in the life of the institution.

Please remember that ALL Cornell policies in the *Compass* apply to the McLennan Center. In addition, the following rules must be followed:

1. No overnight guests; only students enrolled in the course may stay overnight.
2. No pets allowed.
3. No smoking on the grounds of the McLennan Center.
4. No 'propping' of doors. All external doors are to be kept locked at all times: remember, there are other people with access to the Common Area.
5. Do not take valuables with you to the Center.
6. **Should property belonging to the Center 'go missing' or be damaged, charges will be applied to your student bill.**
7. **You will be charged \$50 for any lost key.**
8. Don't bring your car, there is no student parking. Parking tickets start at \$75.
9. If you are in a social setting, do not discuss where you are staying or the address.
10. Follow all agreed-upon Quiet Hours guidelines.
11. Remember, you are living in a neighborhood.
12. There is zero tolerance for drug use and underage drinking policies are outlined in the *Compass*. Per campus policy, no alcohol may be stored or consumed in common areas if there is an underage student in the apartment.

Course calendar (subject to change)

*note: Readings and assignments are listed below under THE DAY THEY ARE DUE.

*written assignments should be submitted via Canvas by the stated time.

A word on the overall structure of the course:

Expect that we will have class meetings Monday, Wednesday, and Friday mornings (with a few exceptions, noted on the calendar below). In the afternoon, as well as on most Tuesdays and Thursdays, you will have time to dig into researching your projects. It might seem like three weeks in the archive is a lot of time, but trust me, it will fly by. I will have specific tasks for you related to developing your topics, research questions, and arguments, but more broadly, I expect that you will take full advantage of this incredible opportunity to conduct research at a world-class archive alongside senior scholars. You should plan to be at the Newberry M-F (as junior fellows, you are allowed there on Saturdays, too, if you like) unless we have other scheduled activities OR you have made arrangements with me to pursue materials relevant to your project that exist elsewhere in Chicago.

Getting started

Saturday, 1/20: Arrive, enjoy dinner, discuss expectations, review syllabus

6:30ish: Group dinner in the classroom in the second-floor apartment.

Sunday, 1/21: Preparation (which is to say, grocery shopping, learn the lay of the land, get ready for our first class meeting and for our orientation at the Newberry)

Week 1: Understanding—and Using—the Archive

Monday, 1/22: The Research Process and Newberry General Orientation

9 AM class: meet in classroom in second-floor apartment at McLennan Center

Read: Michael Canfield, "Introduction," in *Field Notes on Science and Nature* (Cambridge: Harvard University Press, 2011) and Jill Lepore, "How to Write a Paper for this Class," *Historically Speaking*, January 2010, pp.19-20. All of the readings are available on Canvas; also, the Canfield scan isn't perfect, so just do the best you can when you reach the couple of lines that have been cut off.

In class: discuss Canfield, Lepore, and strategies and tools for managing the research process; introduce HY410 field book project.

1:45 PM Meet in Newberry lobby for orientation (Mary Kennedy will meet us there) — and make sure you have a quarter!

Talk with Mary about who might be the right person at the Newberry to speak with about your project. Get contact information, and plan to send a thoughtful email to ask if this

person might have any time to meet with you on Wednesday or Thursday. (Note our class schedule for Wed — you'll be at the Newberry after lunch.)

Also, commit an hour, at some point today, to thinking through a few possible angles on your project (see handout) including topic(s), possible questions, and possible sources. The handout is due to me by noon on Saturday; you're welcome to turn it in early if you like. If you are at the beginning stages, I HIGHLY recommend gaming out a couple of different possibilities — or even different pathways or points of departure for the same idea. **(You can complete multiple handouts, if you wish.)** If you already have a clearly defined project (perhaps because you are writing a thesis and have begun researching and writing), use this time to map out how you will take advantage of our time in Chicago to make progress on your project: what specific resources are available to you here? What are your goals for these three weeks? **ALL STUDENTS IN HY410 WILL SUBMIT A PROSPECTUS AND WORKPLAN AT THE END OF BLOCK 5. This assignment (and all the others) is designed to help you work toward that.**

Tuesday, 1/23: Manuscripts and Archives Orientation and Getting to Work!

By 9:45 AM, get yourself to the Newberry (60 W Walton Street) via your chosen form of transportation (your Ventra card works for the train and the bus; be aware that traveling during the morning rush means things are slower than Google says. Give yourself plenty of time, and please be ready and waiting for our orientation with library and special collections staff at 10 AM.

10 AM: Manuscripts and Archives orientation in room B-91 (in the basement).
(Coffee/beverages are allowed in the basement.)

Primary source assignment #1: find something in Manuscripts and Archives, request it, and look at it in the Manuscripts and Archives Reading Room. Maybe look at a couple of things, if you can. The goal is to see what's out there, to explore different ways into your area of interest. I'd recommend doing some catalog searching first, and setting aside some time to look at a few items in the Reading Room. **Choose something to briefly present at tonight's dinnertime Show and Tell. Then, complete the primary source analysis handout (making sure to fully document your source's citation information), and snap a picture (or pictures) of your source so that we can view it using the projector in the second-floor-apartment classroom. (Upload to Canvas by 5:30.)**

6:30 PM: **SHOW AND TELL DINNER (meet in second-floor apartment classroom):** over dinner, you will each make an informal presentation of what you looked at today, drawing on (but not reading from) what you wrote on your primary source analysis handout.

Wednesday, 1/24: Thinking Through the Archive

9 AM class (second-floor apartment classroom):

Read: Saidiya Hartman, "Prologue: The Path of Strangers," in *Lose Your Mother: A Journey Along the Atlantic Slave Route* (New York: Farrar, Strauss and Giroux, 2007), pp. 3-18; Sowande' Mustakeem, "Introduction: Middle Passage Studies and the Birth of Slavery at Sea," in *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage* (Urbana: University of Illinois Press, 2016), pp. 1-16; and Marisa Fuentes, "Epilogue" in *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania, 2016), pp. 144-148.

In class: Discuss readings that make visible the limitations of the archive.

Research assignment for Wednesday/Thursday: **Meet with someone at the Newberry about your project — and possible sources you might examine. Document this meeting in your field book.**

Keep working on your Topic, Question, Sources form.

Thursday, 1/25: Newberry workday

Group meetings with Amy this morning in preparation for submitting your topic, question, and source ideas on Saturday.

Friday, 1/26: Newberry workday

9:30 AM special session with Jim Akerman, Curator of Maps

Amy available for individual meetings/consultations for the rest of the morning.

Eat lunch and arrive at the Field Museum by 1:15 PM.

Our afternoon will include a **behind-the-scenes tour of the collections** with Mark Alvey (who has held too many positions at the Museum to list here, and also has a Malagasy rainbow fish named after him) and Mark Bouman (a geographer who is the Chicago Region Program Director of the Keller Science Action Center), a visit to the Field Museum Library and Archives, and time for you to wander the exhibits before the museum closes at 5 PM. **Enjoy, and please travel WITH someone else as you navigate getting back up to our apartments this evening.**

Saturday, 1/27

Topic, Question, Sources Form due to Canvas at NOON.

Sunday, 1/28

Week 2: Analyzing Primary Sources

Monday, 1/29: Digging into Primary Source Analysis

9 AM class: As you read, pay careful attention to the ways these historians use sources to develop their arguments.

Read: Conevery Valencius, "Vernacular Science: Knowing Earthquakes in the Early United States" in *The Lost History of the New Madrid Earthquakes* (Chicago: University of Chicago Press, 2013), pp. 175-215

Donna Haraway, "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936," *Social Text* No. 11 (Winter 1984-85), pp. 20-64

Alex Wellerstein, "A 'purely military target'? Truman's changing language about Hiroshima" from *Nuclear Secrecy*, 19 January 2018,

<http://blog.nuclearsecrecy.com/2018/01/19/purely-military-target/>

Write: **For class today (post to Canvas before class) write a short (max 2 pages) response analyzing how these historians read and work with their sources.** What do you notice? What questions are they asking? What do their sources tell them/what can't their sources tell them?

Tuesday, 1/30: Newberry workday

Focus your work on finalizing the sources you're going to focus on in your essay, and spend time with them. Choose a source (or a meaty excerpt from a source) to workshop with your small group on Thursday and Friday. Circulate images or photocopies to the other members of your group (and Amy) by Wednesday at 5 PM.

Wednesday, 1/31: Newberry workday and lunch session with Prof. Susan Lee Johnson (!) Independent work at the Newberry; be sure to read for our special session today!

11:30-1:30 Lunch and discussion with Prof. Susan Lee Johnson

We will be discussing her chapter, "Writing Kit Carson in the Cold War: 'The Family,' 'The West,' and Their Chroniclers" in David Wallace Adams, and Crista DeLuzio,, eds. *On the Borders of Love and Power: Families and Kinship in the Intercultural American Southwest* (Berkeley, CA, USA: University of California Press, 2012), pp 278-318.

5PM: circulate your primary sources for your Thursday or Friday workshop.

Thursday, 2/1: Newberry workday

4 PM workshop (Group 1)

7 PM workshop (Group 2)

Friday, 2/2: Newberry workday

9 AM workshop (Group 3)

6:00 Group dinner at McLennan Center with Drew Turley (CC '17)

Saturday, 2/3

Primary source analysis (5 pages) due at noon

Sunday, 2/4

Week 3: Linking Sources to Scholarship (A Recursive Process)

Monday, 2/5: thinking about historiography

9 AM class focused on historiography.

Read: Kim Phillips-Fein, "Our Political Narratives," and the three mini-essays that make up "Take Three: The Moon Landing": Neil Maher, "Grounding the Space Race," Kathryn Cramer Brownell, "Nixoning the Moon," and Daniel Immerwahr, "Twilight of Empire," all from *Modern American History* (2018).

Write: Your task is to write your own first draft of a mini-historiographical essay on these three mini-essays on the moon landing. No additional research or reading is necessary. Just read the Phillips-Fein piece, think about what makes her essay a historiographical essay, and think back to what you've learned about historiography in other classes like HY399. Then, read the cluster of short pieces, and **write a 2-page response of your own that examines the historiography of the moon landing, using these three pieces/historians as evidence. Post to Canvas before class.**

Also, write emails to your first reader (even if she's me!) — share progress on your research, ask for guidance on relevant historiography?

Afternoon task: focus on historiography. What scholarly conversations are you engaged with? Focus on building a historiographical reading list (or narrowing your list, since it is quite likely that you've been doing this all along.) **Identify an article to workshop with your small group. Circulate this to your group by Tuesday at 5 PM**, for Wednesday workshops. Be ready to share with your group why you've picked this piece of scholarship to talk through — which means you'll want to have read more than just this one piece. You're going to have to tell them a bit about how you understand the scholarly landscape of your topic. Then, you'll discuss the pieces, and ideally, dig into the links between what you're seeing in your primary sources and what you see happening in the secondary material. These conversations will help you develop the writing you're doing this week on the connections between your primary and secondary material.

Tuesday, 2/6: Newberry workday

Continue focusing on historiography

Circulate the scholarship you want to discuss to your group and Amy by 5 PM.

Wednesday, 2/7: Newberry workday and historiography workshops

Breakfast: Group 1

Lunch: Group 2

Afternoon snack/coffee: Group 3

Thursday, 2/8 Newberry workday

Afternoon: **(exact time TBD) excursion to the Art Institute of Chicago, which is open until 8 PM.** Please feel free to stay as long as you like, or to work in the museum coffee shop for a bit, or to have dinner downtown before heading home to the McLennan Center.

Friday, 2/9: Morning class; afternoon Newberry workday

9AM class: no reading for today.

In class: Discuss prospectus/workplan assignment and transitioning away from the archive. Look at research field books, make plans for continuing our projects in Colorado Springs. (Prospector requests, plans for final photographs, double-checking that you have all the citation information you need, etc.) Also, Newberry thank-you notes.

Saturday, 2/10

Connecting primary and secondary sources: 5 pages due at 5 PM

6 PM Group Dinner and then...Mandatory cleaning session (instructions have been left for us)

Sunday, 2/11

Travel day — home to Colorado Springs

While waiting at the gate or while on the plane — really, anytime before Tuesday morning at 9 AM, write your Newberry reflection (see prompt).

Week 4: Prospectus and Workplan for Block 6

Monday, 2/12: NO CLASS; Please rest, unpack, and get ready for Tuesday's workshop – bring a copy of your draft prospectus on Tuesday.

Tuesday, 2/13: Prospectus workshop

9 AM Newberry reflection due to Canvas. Bring prospectus draft and field book to class. 9:30 class in Palmer — Room TBA.

Wednesday, 2/14: TBA.

To do: Schedule first reader meetings for start of Block 6

PROSPECTUS/WORKPLAN DUE AT NOON ON WEDNESDAY.

**Calendar for HY420/HY430/HY431 to be distributed on Day 1 of Block 6.