Course Description and Learning Outcomes: The Research Seminar is a year-long course, in which students produce a substantial work of original scholarship, or a research paper of journal-article length. Research Seminar I is specifically designed to train incoming students in the practice of historical reasoning and the craft of historical research and writing. To those respective ends, in the fall semester the Seminar introduces students to the varieties of history, as well as reviews those skills and ethical practices requisite for the composition of a professional work of academic history. In Research Seminar I, students produce their research-paper proposal, in which they formulate a topic, pose a research question, identify those primary sources that will form the basis of the research paper, analyze the pertinent historical literature, propose a methodological approach, and, in light of that approach, elucidate the paper's contribution to the historical literature. The purpose of the collateral assignments and any field trips for this course is to support the process of composing that proposal, which students workshop and defend before the class at the end of the semester. Weekly readings rather introduce students to the many schools and subfields of the discipline and their methodologies, by pairing short seminal theoretical pieces with exemplary works of history. Among the many subfields, in Fall 2018 topics will include studies of class and culture, ethnicity and race, gender and sexuality, the formation of the nation and process of globalization, human rights and world citizenship, the emotions and violence, information and communication, the environment and the anthropocene. Schedules permitting, the seminar will host guest speakers from the faculty, and other metropolitan-area institutions, to speak about their methodological approaches, thematic subfields, and careers. For PhD students only.

By acquiring knowledge of a variety of theories and historical practices, students will learn to reason historically: they will have occasion to think critically about the significance of methodology for the formulation of an object of historical inquiry, a research question, and the many parameters of an historical study, from its periodization to disciplinary contribution. At the same, students gain practice in craft of historical research and writing; and by the end of the semester each should obtain a professional proposal for the research paper they will compose in the Spring.

Course Format: The format of this course is that of a seminar. Consequently, it is expected that everyone will regularly attend class and come well prepared to discuss the readings specifically assigned for class discussion. Likewise, regular attendance and in-class participation will be factored into final grades. In order to maintain a congenial atmosphere and productive dialogue in the classroom it is also expected that all students will seek to promote our conversation by carefully listening to one another and exchanging ideas in a collegial manner.

Requirements: To receive a grade for this class, beyond regular attendance and participation the requirements also include the completion of a presentation of the primary sources, both archival and digital, available for one's project and three written assignments: two 3-4 page reports on an
optional reading for oral presentation and research-paper proposal of 12-15 pages in length including title page and bibliography that employs Chicago style throughout. Please refer to the last edition of the *Chicago Manual of Style*. This class has been structured, so that students stadiaiely write and present the discreet sections of their research-paper proposals. On the days indicated on the syllabus, class time has been allocated for students to workshop the individual sections of their research paper proposals. Therefore, students must come to class on those particular days ready to present, and with a hard copy of their work for consignment to the instructor.

**Final Grades:** Final grades will be calculated as follows: 25% for attendance and in-class participation, including the presentations, 25% for the written oral reports, and 50% for the research-paper proposal.

In general, we encourage all of you to be active participants in this class, since only our collective efforts will most vividly reconstruct the periods illustrated by our readings.

**Course Readings:**

Students are expected to obtain a copy of all the required readings for this course.

As a point of clarification, please note that all readings qualified by the adjective “further” are "optional"; they locate on the syllabus for your information and comprise materials for the oral reports.

Next to each of these readings we have put one of the following annotations, to indicate the place where you can procure a copy: "(e-resource)," for books that are available to the CUNY community in electronic format through the Library’s electronic catalogue, “OneSearch”; "(JSTOR)," for articles available to the CUNY community in electronic format through the Library’s subscription to the database JSTOR; “(Blackboard),” for short readings that are archived on our site; “(purchase),” for readings that are only available to the CUNY community in book format.

However, it is understood that each student will purchase books for this course according to their particular interests and financial resources, if at all. When making their purchasing decisions, each student should bear in mind that a single copy of each required reading for this class locates on reserve in Mina Rees Library, if it is not already available to the CUNY community as an electronic resource. Next to those readings you can find their call numbers, to facilitate your borrowing of those resources from the CUNY Library system, as needed; additional copies of most required physical books for this class are also available through other CUNY libraries, and they can be ordered and borrowed for much of the semester through the CLICS system, which can (usually) deliver books requested from other CUNY campuses to the GC in the course of a few business days. In any case, should you wish to acquire the books for this course please know that the following required readings are not available as electronic resources to the CUNY community through the Library system, and, therefore, will have to be acquired and consulted in book format one way or the other.

**Course Topics Outline**

**Week One. Introduction.**

**Tuesday, 28 August:** An introduction to the course, professional ethics, and historical craft.

**Reading:** Articles by Joanne Meyerowitz, et al. on the ethical crisis in History, plagiarism, etc., *Journal of American History*, Vol. 90, no. 4 (March 2004), 1325-1357. (J-STOR)
**Week Two. NYC Resources: Library Orientation(s). TOURS!**

Tuesday, 4 September. GC Library Orientation with History Librarian Stephen Klein. History Lounge, Rm. 5114. Subsequent class time re-assigned for meetings with instructor.

**Assignment:** Take NYPL Library tour. Begin to identify sources.

***Check Blackboard and GC email for an announcement regarding library tour(s).***

**Week Three. NYC Resources: Collections of Primary Sources. PRESENTATIONS DUE!**

Tuesday, 25 September. NYC Resources Day. Presentations!

**Presentations Topic:** Prepare a fifteen-minute presentation on the sources available for your project, both archival and digital, through local institutions. Visit and assess the holdings of at least one local institution and GC databases for your project, and write a description and evaluation of your findings for presentation to the class. Presentations due in class.

**Week Four. “Studies of Class and Culture: Marxism, Anthropology and History.”**

Tuesday, 2 October.


**Week Five. “Studies of Nation, Ethnicity and Race: Theory and History.”**

Tuesday, 9 October.

**Further Theory (Optional):** Rogers Brubaker, “Ethnicity without Groups,” in Idem, *Ethnicity without Groups.* (Blackboard) [GN495.6 B77 2004]

**Historiography (Optional):** David Bell, *The Cult of the Nation in France,* “Introduction,” chs. 1 and 6. (CUNY e-resource) [DC121.3.B45 2001]
Andrew Curran, “Rethinking Race History,” *History and Theory* 48 (October 2009), 151-179. (JSTOR)

**Week Six. “Studies of Gender and Sex: Gender Theory and History.”**

**Tuesday, 16 October.**

**Theory:** Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (December 1986), pp. 1053-75. [JSTOR] AND


**Historiography (Optional):** Suzanne Desan, *The Family on Trial in Revolutionary France.* [CUNY e-resource]

**Week Seven. "Studies of Globalization, Transnationalism, and Post-Colonialism: Historical Sociology and History."**

**Tuesday, 24 October.**


**Further Theory (Optional):** Frantz Fanon, *The Wretched of the Earth* (1952), Chs. 1, 5 [DT33 .F313 2004]
Dipesh Chakabarty, * Provincializing Europe,* Intro-ch.1. [CUNY e-resource]
Arjun Appadurai, *Modernity at Large.* [CUNY e-resource]
**Historiography (Optional):** Kenneth Pomeranz, *The Great Divergence*, parts two and three. [HC 240 P5965 2000] (purchase)

**Week Eight. Research Topics. DRAFTS OF SECTION I OF THE PROPOSAL DUE!**

**Tuesday, 30 October.** Presentations of research topics and questions.
DRAFTS OF SECTION ONE OF THE PROPOSAL DUE IN CLASS.

**Proposal Section I:** Draft 2-3 page presentation of your topic, in which you clearly formulate your topic, pose a research question, and identify those primary sources that will form the basis of the research paper.


**Tuesday, 9 November.**

**Theory:** Hannah Arendt, *The Origins of Totalitarianism*, chs. 8-9. [JC 481 .A62] [Blackboard]


**Tuesday, 13 November.**

**Background Theory:** Sigmund Freud, *Civilization and its Discontents*. (purchase) [BF173 .F682 2005]

**Further Theory (Optional):** Arjun Appadurai, *Fear of Small Numbers*. [GC e-resource]

Natalie Zemon Davis, “The Rites of Violence” first published in Past and Present (JSTOR) and republished in Society and Culture in Early Modern France. [DC33 .D33]
Timothy Tackett, The Coming of the Terror. [DC183 .T26 2015]

Week Eleven. "Studies of (Transnational) Information: Information Theory and History."

Tuesday, 20 November.

Theory: Juergen Habermas, Structural Transformation of the Public Sphere, Part One. (HM 24 .H2713 1989)
David Weinberger, Too Big to Know, chs. 1-2. [CUNY e-resource]


Week Twelve. "Studies of the Globe: Environmentalism and History."

Tuesday, 27 November.

Background Theory (Optional): Rachel Carson, Silent Spring. [QH 545 .P4 C38 1962]
Bill McKibben, Deep Economy. [HD75 .M353 2008: ON ORDER]


Historiography (Optional):
Fredrik Jonsson, Enlightenment’s Frontier, chs. 2-4. [CUNY e-resource: ProQuest]


Week Thirteen. Historiography Day. DRAFTS OF SECTIONS II and IV OF THE PROPOSAL DUE!

Tuesday, 4 December. Presentations of historiographical debates in student fields. DRAFTS OF SECTIONs II and IV OF THE PROPOSAL DUE IN CLASS.

Proposal Section II: Draft a 6-8 page presentation of the historiographical debate on, or related to, your topic, in which you clearly analyze the argument of each history, identifying the significance of methodology for the formulation of an object of historical inquiry, a research question, and the many parameters of the historical study, from its periodization to selection of sources.

Proposal Section IV: Draft a 1-2-page presentation of your contribution to the historiographical debate you have reconstructed in Section II of your proposal.
Week Fourteen. PROPOSALS DUE! SECTION III ADDED TO POLISHED DRAFTS.

Tuesday, 11 December. Presentations of methodologies.

Proposal Section III: Add to the proposal a short statement of your methodology that shows awareness of its implications for your formulation of an object of historical inquiry, a research question, and the many parameters of your historical study, from its periodization to selection of sources.

***PROPOSALS ARE DUE IN CLASS.***