

History 8860
FALL 2009
Seminar in History and Gender
Tuesdays, 2-4:45 pm
Professor Kathleen Clark (katclark@uga.edu)

Course Description

Your goal in this course is to produce a publishable article. With this goal in mind, we will focus on the basic components that comprise historical research and writing. During the first several weeks of the semester, we will take a two-pronged approach. Together we will read 5 texts and an assortment of articles representing recent approaches to the study of gender and history. As we explore current directions in this historiography, we will be considering the strengths and weaknesses of each book in terms of topic, research, argument, and narrative. At the same time, students will be developing a topic, putting together a primary and secondary source base, and composing a prospectus. Additional articles and the book *From Reliable Sources* will support this process and help the class engage the challenges facing historians not just as researchers but as writers. After submitting formal prospectuses on September 28, students will pursue independent research and writing, working individually with the instructor as needed. A rough draft (minimum 10 pages) will be due on November 10, at which point students should finish reading Part II and III of *The Elements of Style*, to support their own writing and facilitate constructive feedback for others in the class. The final paper is due on December 9.

Required Books

(Listed in the order to be used in class)

Suzanne Leacock, *A Murder in Virginia: Southern Justice on Trial*
Kali N. Gross, *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Love, 1880-1910*
Howell and Prevenier, *From Reliable Sources: An Introduction to Historical Methods*
Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*
Jill Fields, *An Intimate Affair: Women, Lingerie, and Sexuality*;
Nicholas L. Syrett, *The Company He Keeps: A History of White College Fraternities*
William Strunk, Jr., *The Elements of Style* (also available at www.bartleby.com/141/strunk5.html).

*In addition, several required articles and two book chapters are available electronically as indicated on the syllabus

Grading

Final paper 60%
Participation 20%
Timely completion of topic, bibliographic essay, prospectus, rough draft 20%

Peer review

Full participation in the peer review of prospectuses and rough drafts is a **requirement** of the class. Failure to participate will result in a one-half letter drop in your grade *for the course*.

Class Outline

August 18:
Introduction

August 25:

I: The Art and Craft of Writing History

Reading: Suzanne Lebsock, *A Murder in Virginia: Southern Justice on Trial*; William Cronon, "A Place for Stories" (JSTOR)

II: From Women's History to Gender History

Reading: Kathleen Canning, "Gender History" 3-12 (available through electronic reserve; password = gender); Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis," *AHR* 91, no. 5 (1986): 1053-75 (JSTOR); Jeanne Boydston, "Gender as a Question of Historical Analysis," *Gender and History* 20 (November 2008): 558-583 (Blackwell Synergy Journals/Wiley Interscience Journals)

Q: What are strengths/weaknesses of *A Murder in Virginia* in terms of topic, research, argument, narrative? How can we analyze *A Murder in Virginia* in relation to the categories of analysis presented by Canning and Scott?

September 1:

(I): The Politics of Difference in Women's History

Reading: Kali N. Gross, *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Love, 1880-1910*; Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," *Signs* 17, no. 2 (1992): 251-7 (JSTOR); Elsa Barkley Brown, "'What Has Happened Here': The Politics of Difference in Women's History and Feminist Politics," *Feminist Studies* 18 (Summer 1992): 295-312.

(II): Submission and discussion of topics

Reading: *From Reliable Sources: An Introduction to Historical Methods* (Introduction and Part I)
Prepare a one-page statement on your topic. What has drawn you to this topic? Why do you think it is interesting and important? What do you think are the strengths and weaknesses, or particular challenges, of the topic? Be prepared to make a brief presentation of your topic in class, and to participate in a discussion of individual topics.

September 8:

Gendered States

Reading: Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*; Kathleen Canning, "Gender History" 12-21 and 28-41; *From Reliable Sources* (Part II).

*Assignment of small groups

September 15:

(I): Gender and Sexuality

Jill Fields, *An Intimate Affair: Women, Lingerie, and Sexuality*;

Kathleen Canning, "Gender History" pp. 21-28 and "The Body as Method?" pp. 168-180 (electronic reserve); *From Reliable Sources* (Part III)

(II): Submission and discussion of bibliographic essay: Prepare a three-five page paper analyzing the primary and secondary sources you will use in your research. What are the most important primary sources? What are the key secondary sources? What are the strengths and weaknesses of the sources? What challenges do you anticipate facing in your research? How do you plan to meet these challenges? Be prepared to make a brief presentation of your sources in class, and to participate in a discussion of individual bibliographies.

September 22:

Why Men?

Nicholas L. Syrett, *The Company He Keeps: A History of White College Fraternities*; Toby Ditz, "The New Men's History and the Peculiar Absence of Power" *Gender and History*, vol. 16 2004 1-35 (Blackwell Synergy Journals/Wiley Interscience Journals); *From Reliable Sources* (Part IV and V)

September 29:

Submission and Discussion of Prospectus

Write a 4-5 page prospectus in which you explain in detail your plans for this project. What is your topic's significance? How is it situated vis-à-vis relevant historiography? What is the primary resource base? What shape will the paper take/how will it be organized? Submit your prospectus electronically to Professor Clark **and** your "small group" ***no later than noon*** on **Monday, September 28**. Read other proposals and provide written comments for small group. Come to class prepared to discuss proposals in your small group.

October 6, 13, 20, 27; November 3:

Independent research and writing

Meetings with instructor available by appointment; check-in by e-mail or in person minimum 2 times. *Reading of *The Elements of Style* (parts II and III) is strongly recommended as you begin writing.

November 10:

Class meets to submit rough drafts and exchange copies with small group. Use the rest of the week to review parts II and III of *The Elements of Style* and read and provide written comments on each other's drafts.

November 17:

Class meets for small-group discussion of rough drafts.

December 1:

Final class meeting

FINAL PAPERS DUE ON WEDNESDAY, DECEMBER 9, BY NOON—HARD COPIES ONLY, PLEASE