

History Dialogues Project

2023 Course Schedule

Course junctures that bring the two cohorts together are marked in yellow.

CC = Course Coordinator, P = Professor, TF = Teaching Fellow

Week/ Module	Topic	Tasks
Week of Jan 30	Introduction (Module 1): orientation	<ul style="list-style-type: none"> ● Watch: "Introduction to History Dialogues" ● Share: 100-150 word post in the discussion forum; 50-100 word response to at least 1 other post ● Submit: Consent and release forms ● Attend class discussion (<i>introduction to Canvas, syllabus, goals=conference + research outputs</i>)
Week of Feb. 6	What is history? (Module 2) What is the work of an historian? Who gets to be called a historian? What is the relationship between the past and the present?	<ul style="list-style-type: none"> ● Watch: "What is History?" and "History Dialogue with Prof. Adelman: Session 1." ● Read: Evans, "Prologue: What Is History--Now?," and Fernández-Armesto, "Epilogue: What is History Now?" in <i>What Is History Now?</i>, ed. David Cannadine (Houndmills, New York: Palgrave MacMillan, 2002). ● Write: Reading response ● Attend class discussion (readings and key questions) <p><i>Supplementary Readings:</i></p> <p>INTERMEDIATE: Michel-Ralph Trouillot, "Chapter 1: The Power in the Story" from <i>Silencing the Past: Power and the Production of History</i> (Beacon Press, 2015).</p> <p>INTERMEDIATE: Howard Zinn, "What is Radical History?" in <i>The Politics of History</i> (1970). https://www.historyisaweapon.com/defcon1/zinnwhatisradicalhistory.html</p> <p>INTERMEDIATE: Richard Drayton, "Where Does the World Historian Write From? Objectivity, Moral Conscience, and the Past and Present of Imperialism" (<i>Journal of Contemporary History</i>, 2011). https://journals.sagepub.com/doi/pdf/10.1177/0022009411403519</p> <p>ADVANCED: Daniel Little's "Philosophy of History" in <i>The Stanford Encyclopedia of Philosophy</i>, https://plato.stanford.edu/archives/sum2017/entries/history/</p>
Week of Feb. 13	Global History & Social History (Module 3) What are the different global historical methods? What are global history's challenges?	<ul style="list-style-type: none"> ● Watch: "Global History and Social History" and "History Dialogue with Prof. Adelman: Session 2." ● Read: Adelman, "What is Global History Now?" and Serge Gruzinski, "How to be a Global Historian." ● Write: Reading response ● Attend class discussion (readings and key questions) <p><i>Supplementary Readings:</i></p> <p>BEGINNER: Anne McGrath and Lynette Russell. "Why Do First Nations People Continue to Be History's Outsiders?" in <i>The Conversation</i> (2021).</p>

	<p>What are the connections or gaps between global and social history?</p>	<p>BEGINNER: Frederick Cooper. "African History/Global History" in <i>Perspectives on History</i> (2012). https://www.historians.org/publications-and-directories/perspectives-on-history/december-2012/african-history/global-history</p> <p>INTERMEDIATE: Gabriela De Lima Grecco and Sven Schuster, "Decolonizing Global History? A Latin American Perspective." (<i>Journal of World History</i>, 2020). https://repositorio.uam.es/bitstream/handle/10486/693965/decolonizing_delima_JWH_2020.pdf?sequence=1</p> <p>INTERMEDIATE: Tadashi Dozono, "The Passive Voice of White Supremacy: Tracing Epistemic and Discursive Violence in World History Curriculum" (<i>Review of Education, Pedagogy, and Cultural Studies</i>, 2020). https://doi.org/10.1080/10714413.2020.1721261</p> <p>ADVANCED: Tilman Dederig, "Globalization, Global History, and Africa." (<i>Journal of Asian and African Studies</i>, 2002). https://doi.org/10.1177/002190960203700302</p>
<p>Week of Feb 20</p>	<p>Workshop I: Choosing a Research Theme</p>	<ul style="list-style-type: none"> • Read: Research a research theme that interests you using books, Wikipedia, exhibitions, movies, stories in your community or whatever you have at hand • Write: A 1-page introduction about your research theme, including at least 5-15 references • Attend the class workshop
<p>Week of Feb 27</p>	<p>What is oral history? (Module 4) Why engage in oral history projects? Who has historically done such work and why? Are oral and written sources different? If so, how?</p>	<ul style="list-style-type: none"> • Watch: "Oral History" and "History Dialogue with Prof. Adelman: Session 3." • Read: Sacks, "Why Do Oral History?" and Mould, "Interviewing" in <i>Catching Stories: A Practical Guide to Oral History</i>, ed. Donna DeBlasio et al. (Athens, OH: Swallow Press/Ohio University Press, 2009). • Write: Reading response: • Attend class discussion/ workshop: what oral sources would be available/ interesting to your research? What challenges would oral sources raise for your research? <p><i>Supplementary Readings:</i></p> <p>BEGINNER: Linda Shopes and Amy Starecheski, "Disrupting Authority: The Radical Roots and Branches of Oral History." (<i>NCPH.org Blog</i>, 2017). https://ncph.org/history-at-work/disrupting-authority-the-radical-roots-and-branches-of-oral-history/</p> <p>BEGINNER: Thayer Hastings, "Palestinian Oral History as a Tool to Defend Against Displacement." (<i>Al Shabaka</i>, 2016). https://al-shabaka.org/commentaries/palestinian-oral-history-tool-defend-displacement/</p> <p>BEGINNER: Caroline Cunfer, "Talking Knots: Decolonizing Oral History Through Alternative Methods of Memory Transmission." (<i>OHMA</i>, 2018). http://oralhistory.columbia.edu/blog-posts/Talking%20Knots:%20Decolonizing%20Oral%20History%20through%20Alternative%20Methods%20of%20Memory%20Transmission</p>

		<p>INTERMEDIATE: Gaana Jayagopalan, "Orality and the Archive: Teaching the Partition of India Through Oral Histories." (<i>Radical Teacher</i>, 2016). https://doi.org/10.5195/rt.2016.274</p>
<p>Week of Mar. 6</p>	<p>What is an archive? (Module 5) What is "archival thinking," as described by Weld? How does archival thinking shape engagement with oral histories? What are the limits of archives?</p>	<ul style="list-style-type: none"> ● Watch: "Archival History" and "History Dialogue with Prof. Adelman: Session 4." ● Read: "Using Archives: A Guide to Effective Research" and "Q&A with Kirsten Weld" ● Assignment: Explore the HD Coronavirus Archive. Select 4 categories, and upload a source to each one. Label and annotate your uploads following the Archive Guide. – in class? ● Attend class discussion/ workshop: what archival sources would be available/ interesting to your research? What challenges would archival sources raise for your research? <p><i>Supplementary Readings:</i> INTERMEDIATE: Alex Hanson, Stephanie Jones, Thomas Passwater, and Noah Wilson, "Seeking Glimpses: Reflections on Doing Archival Work." (<i>disClosure: A Journal of Social Theory</i>, 2018). https://uknowledge.uky.edu/disclosure/vol27/iss1/15/</p> <p>BEGINNER: Samuel Fury Childs Daly, "Archival Research in Africa." (<i>African Affairs</i>, 2017). https://doi.org/10.1093/afraf/adw082</p> <p>INTERMEDIATE: Tamar W. Carroll, "Rochester's Rainbow Dialogues: Activating Archives." (<i>Radical History Review</i>, 2021). https://doi.org/10.1215/01636545-8841790</p> <p>INTERMEDIATE: Achille Mbembe, "The Power of the Archive and its Limits" in <i>Re-figuring the Archive</i> (Kluwer Academic Publishers, 2002). https://sites.duke.edu/vms565s_01_f2014/files/2014/08/mbembe2002.pdf</p> <p>ADVANCED: Ann Laura Stoler, "Colonial Archives and the Arts of Governance." (<i>Archival Science</i>, 2002). https://jan.ucc.nau.edu/~sj6/stollerarchivegovernance.pdf</p> <p>ADVANCED: Saidiya Hartman, "Venus in Two Acts." (<i>Small Axe</i>, 2008). https://muse.jhu.edu/article/241115</p>
<p>WEEK OF MARCH 13– BREAK</p>		
<p>Week of Mar. 20</p>	<p>Guest lecture (archivist) (Module 6)</p>	<ul style="list-style-type: none"> ● Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you'd like to discuss with the lecturer. ● Attend discussion session on Zoom at 9.00am EST
<p>Week of Mar. 27</p>	<p>Where and How to Look for Sources (Module 7)</p>	<ul style="list-style-type: none"> ● Watch: "Getting Started: Where and How to Look for Sources" and "History Dialogue with Prof. Adelman: Session 8" ● Read: "Primary Sources" and "Secondary Sources" ● Write: Reading Response ● Attend class discussion/workshop: <i>Draw up a list of secondary sources</i>

		<p><i>Supplementary Readings:</i></p> <p>BEGINNER: Katrin Weller, "Preserving Social Media for Future Historians." (<i>Library of Congress Blog</i>, 2015). https://blogs.loc.gov/kluge/2015/07/preserving-social-media-for-future-historians/</p> <p>INTERMEDIATE-ADVANCED: Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses." (<i>Feminist Review</i>, 1988) https://journals.sagepub.com/doi/pdf/10.1057/fr.1988.42?casa_token=dK848R_OUwgAAAAA:S9cXDT1eWyGKuKL-CPIuk_AfIOwRg4eQfM4EuwmbHQgUKBjguTQlpMPL27EX9t2_R9IALBwtOpNUag</p> <p>INTERMEDIATE-ADVANCED: Ranajit Guha, "On Some Aspects of the Historiography of Colonial India" in <i>Subaltern Studies I</i> (Oxford University Press, 1982). https://pages.ucsd.edu/~rfrank/class_web/ES-200C/Articles/Guha.pdf</p>
Week of Apr. 3	Workshop II: Developing a Research Question	<ul style="list-style-type: none"> • Read: 2-5 secondary sources on your research topic posing the question: what have other researchers written about your topic so far? NB: For students without institutional access to library resources, they can either use open-source materials found through Google Scholar or similar; or TFs can circulate a their selection of articles; please do not circulate outside of the GHD. • Write: A 1-page literature review that synthesises the secondary sources you read, and argues for why your chosen research question is relevant • Attend class discussion/workshop: how to develop a research question?
Week of Apr. 10	How to Structure the Research Process (Module 8): What must one consider before starting an oral history project? What are important research steps to keep in mind?	<ul style="list-style-type: none"> • Watch: "How to Structure the Research Process" and "History Dialogue with Prof. Adelman: Session 5." • Read: Paschen, "Planning an Oral History Project" in <i>Catching Stories: A Practical Guide to Oral History</i>, ed. Donna DeBlasio et al. (Athens, OH: Swallow Press/Ohio University Press, 2009). • Write: Reading response • Attend class discussion/ Workshop: Draw up a research plan for your project, (<i>who will you interview, when and how? Contact them!! Have a preliminary conversation</i>) TFs: <i>Ethics briefing for contacting potential participants</i> <p><i>Supplementary Readings:</i></p> <p>BEGINNER: Sady Sullivan and Maggie Schriener. "If You're Thinking about Starting an Oral History Project." (CUNY Digital Humanities) https://cuny.manifoldapp.org/read/untitled-1102e586-8f09-4b60-835f-78634ad473dd/section/83e46635-d139-42f9-a16f-253401e9baab</p>
Week of Apr. 17	Keeping Organized: (Module 9) How does Paschen suggest we archive oral history	<ul style="list-style-type: none"> • Watch: "Keeping Organized" • Read: Paschen, "Archiving Oral History," in <i>Catching Stories: A Practical Guide to Oral History</i>, ed. Donna DeBlasio et al. (Athens, OH: Swallow Press/Ohio University Press, 2009) and Pat Thomson, "What did I do?" • Write: Reading response • Attend class discussion

	<p>sources? What are the benefits and challenges of writing a research diary? Why is it important to back up data in several locations and how can we do so safely?</p>	
<p>Week of Apr. 24</p>	<p>Ethics (Module 10): What are the ethical concerns in connection with oral history research? Do these concerns extend to archival history work as well? How do we keep interviewee and interviewer safe?</p>	<ul style="list-style-type: none"> ● Watch: “Oral History, Research Consent, Do No Harm, Plagiarism, and Copyright” and “History Dialogue with Prof. Adelman: Session 6” ● Read: Choose a reading that explains adequately the data protection and research ethics regulations in <i>your context</i> (for US: Sacks, “Ethics and Politics in Oral History Research,” Mould, “Legal Issues,” and DeBlasio +, “Transcribing Oral History” in <i>Catching Stories: A Practical Guide to Oral History</i>, ed. Donna DeBlasio et al. (Athens, OH: Swallow Press/Ohio University Press, 2009).) ● Write: Information sheets and consent sheets for your interviewees in line with the ethics requirements in your context ● Attend class discussion/ workshop: ethics in your regional context + mock consent taking in class <p><i>Supplementary Readings:</i></p> <p>BEGINNER: AJ Gold, “Changing the Citation Conversation.” (<i>Inside Higher Ed</i>, 2018). https://www.insidehighered.com/blogs/gradhacker/changing-citation-conversation</p> <p>BEGINNER: Penny Richards and Susan Burch, “Dreamscapes for Public Disability History: How (and Why, and Where, and with Whom) we Collaborate.” (<i>Public Disability History.org</i>, 2016). https://www.public-disabilityhistory.org/2016/12/dreamscapes-for-public-disability.html</p> <p>INTERMEDIATE: Annabel Kim, “The Politics of Citation.” (<i>Diacritics</i>, 2020). https://muse.jhu.edu/article/818132</p> <p>INTERMEDIATE: Jill Lepore, “When Black History is Unearthed, Who Gets to Speak for the Dead?” (<i>New Yorker</i>, 2021). https://www.newyorker.com/magazine/2021/10/04/when-black-history-is-unearthed-who-gets-to-speak-for-the-dead</p> <p>INTERMEDIATE: Valerie Yow, “Ethics and Interpersonal Relationships in Oral History Research.” (<i>The Oral History Review</i>, 1995). https://www.jstor.org/stable/4495356</p>
<p>Week of May 1</p>	<p>Prospectus Week (Module 11)</p>	<ul style="list-style-type: none"> ● Write: 5-10 page long prospectus including a) your research theme, b) a literature review, c) your research question, d) your methodology (detailed methods + why are your chosen methods to answer your

		<p>research question), e) your research plan, f) your information and consent sheets, g) your interview questions</p> <ul style="list-style-type: none"> ● Attend class discussion/workshop: present your prospectus in 10-15 minutes
Week of May 8	First interview (Module 12)	<ul style="list-style-type: none"> ● Assignment: conduct your first interview ● Write: Research Report ● Attend a class discussion: How did it go? Lessons learned?
Week of May 15	Fieldwork (Module 13)	<ul style="list-style-type: none"> ● Write: Research Report ● Attend a group or one-on-one check-in
Week of May 22	Fieldwork (Module 13)	<ul style="list-style-type: none"> ● Write: Research Report ● Attend a group or one-on-one check-in
Week of May 29	Guest lecture (photography) (Module 14)	<ul style="list-style-type: none"> ● Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you'd like to discuss with the lecturer. ● Attend discussion session on Zoom at 9.00am EST
Week of June 5	Guest lecture (film) (Module 15)	<ul style="list-style-type: none"> ● Prepare: Before the guest lecture, do the readings the guest lecturer will send out before. Brainstorm at least 3 questions or ideas you'd like to discuss with the lecturer. ● Attend discussion session on Zoom at 9.00am EST
Week of June 12	<p>Storytelling (Module 16)</p> <p>What is storytelling and why is it political? How can storytelling be powerful? What are some of the ways in which stories can impact on our lives? What does the concept of the 'empathy wall' mean and how can we use that in relating to others through stories?</p>	<ul style="list-style-type: none"> ● Watch: "The Politics of Storytelling," "History Dialogue with Prof. Adelman: AP 1, Session 10.1," and "History Dialogue with Prof. Adelman, Session 10.2" ● Read: "Hannah Arendt: Section 4.3 Action, Narrative, and Remembrance," in <i>Stanford Encyclopedia of Philosophy</i>, DeBlasio, "Sharing Oral History," in <i>Catching Stories: A Practical Guide to Oral History</i>, ed. Donna DeBlasio et al. (Athens, OH: Swallow Press/Ohio University Press, 2009), and Saponara, "Scaling the Empathy Wall" ● Write: Reading response (How do the Politics of story-telling apply to your project?) ● Attend class discussion/ workshop: Planning your final research output
Week of June 19	Writing Workshop	<ul style="list-style-type: none"> ● Assignment: Submit a 10-page draft to your Teaching Fellow ● Attend writing workshop

Week of June 26	Draft Submission + Writing Workshop	<ul style="list-style-type: none"> • Attend writing workshop
Week of July 3	Writing Workshop	<ul style="list-style-type: none"> • Attend writing workshop
Week of July 10	Final Paper Deadline	<ul style="list-style-type: none"> • Submit Final Paper
Week of July 17	Conference	<ul style="list-style-type: none"> • Assignment: Present at Final Conference
Week of July 24	(Editing) + Website Upload	<ul style="list-style-type: none"> • Write: Edit your papers + upload them on www.globalhistorydialogues.org/