

COURSE:	Topics in History: Claiming the Past: Genre & Historical Writing HIST 4915F/HIST 5915F (cross-listed with ENGL 4115C: Culture and the Text)
TERM:	Winter 2016
PREREQUISITES:	HIST 4915F: HIST 3810 strongly recommended; ENGL 4115C: 4 th year standing in English honors; HIST 5915F: enrolled in a History MA program
CLASS:	Day & Time: Thursdays 11:35-14:25 Room: Paterson Hall 436
INSTRUCTORS:	Associate Dean Sukeshi Kamra (English) Assistant Professor Danielle Kinsey (History)
CONTACT:	Office: Paterson Hall 330K Office Hrs: TBA Telephone: 613-520-2600 extension 2357 Email: Sukeshi.Kamra@carleton.ca Office: Paterson Hall 422 Office Hrs: Fridays 9:30-11:30 Telephone: 613-520-2600 extension 2832 Email: Danielle.Kinsey@carleton.ca

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

Course

- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that "every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment". [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B+ = 77-79 (9)	C+ = 67-69 (6)	D+ = 57-59 (3)
A = 85-89 (11)	B = 73-76 (8)	C = 63-66 (5)	D = 53-56 (2)
A - = 80-84 (10)	B - = 70-72 (7)	C - = 60-62 (4)	D - = 50-52 (1)

F	Failure. No academic credit
WDN	Withdrawn from the course
ABS	Absent from the final examination

Course

- DEF Official deferral (see "Petitions to Defer")
- FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2016.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by March 6, 2016 for the winter term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Student Academic Success Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (1125) 4th fl Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1

Course

- Fall Graduation (November): September 1
 - Winter Graduation (February): December 1
-

- I. **Course Description:** This seminar, cross-listed with ENGL 4115C, will be team-taught by FASS Associate Dean Sukeshi Kamra, of the Department of English, and Assistant Professor Danielle Kinsey, of the Department of History. Central questions of our weekly discussions will be: how is the archive central to history, literature, and popular culture? Who gets to narrate the past and how? History has often been thought of as the pre-eminent discipline for studying the past, taking an engagement with archival material, social theory, and historical methodology to be fundamental to its practice. But aren't academic histories and, indeed, archival materials themselves, a kind of story-telling about the past, genres of literature in their own right? One half of the seminar will be devoted to examining the power relationships involved in and literary quality of academic historical writing. Among other topics, we will discuss the creation of the archive and archival theory, issues of periodization and subjectivity, emplotment, and digital ways of creating multivocal historical interpretations. The other half of the seminar will be devoted to examining how an engagement with the archive, memoir, and historical interpretation have been fundamental for literary endeavors that, themselves, have a claim on how we know the past. When faced with many of the limitations inherent to academic writing, some have found their political (and historical) voice in writing historical fiction. Sometimes these narratives find much wider popularity than any academic history; sometimes these narratives claim to be "truer" representations of the past as historical fictions than academic "non-fiction" narratives. In this half of the course we will discuss genre and historical fiction, memory and commemoration, and the political uses of representations of the past.
- II. **Texts:** The following books are required for the course and will be available for purchase at Octopus Books (116 Third Ave, in the Glebe). We have also requested that they be put on reserve in the library:
- Amitav Ghosh, *The Hungry Tide*, (Penguin Canada, 2005). 344 pages.
 - Kamila Shamsie, *Burnt Shadows*, (Anchor Canada, 2010). 384 pages.
 - Amin Maalouf, *The Gardens of Light*, translated by Dorothy Blair, (Interlink Publishing Group, 1999). 256 pages.
 - Orhan Pamuk, *My Name is Red*, translated by Erdag Goknar, (Vintage, 2002). 432 pages.

All other readings will be available online via ARES or cuLearn. Students in the course are required to have access to cuLearn and check regularly their campus email accounts.

III. **Course Calendar:**

7 January: Why the Archive?

Readings to be done for class: the Syllabus

14 January: Theories of the Archive

Reading to be done for class, available via ARES:

- Marlene Manoff, "Theories of the Archive from Across the Disciplines," *Libraries and the Academy*, 4: 1 (2004), 9-25.

Course

21 January: Along the Archival Grain

Readings to be done for class:

- ARES: Betty Joseph, "The Politics of Settlement," in *Reading the East India Company, 1720-1840: Colonial Currencies of Gender*, (Chicago: Chicago University Press, 2004), 92-122.
- cuLearn: EIC documents

DUE in class: Reading Response 1 on the readings from 21 Jan (worth 10%)

28 January: Plot

Reading to be done for class, available via ARES:

- Edward Said, "A Meditation on Beginnings," in *Beginnings: Intention and Method*, (New York: Columbia University Press, 1975), 27-78. [NOTE: this reading may be substituted with one from Hayden White. In any case it will be available via ARES]

4 February: Ghosh

Readings to be done for class: Amitav Ghosh, *The Hungry Tide*

11 February: Ghosh

Readings to be done for class: Amitav Ghosh, *The Hungry Tide*

DUE in class: Reading Response 2 on Ghosh (worth 10%)

15-19 February Winter Break, No classes! ☺

25 February: How do we write about the past in the Middle East?

DUE in class: Essay #1 (worth 20%)

3 March: History, memory, and the digital turn

Readings to be done for class, available via ARES

- Selection from Edward Said's *Out of Place*, (New York: Vintage, 1999), 1-35.
- Jean Baudrillard, "The Illusion of the End," in *The Postmodern Reader*, edited by Keith Jenkins, (London: Routledge, 1997), 39-46.

10 March: Pamuk

Reading to be done for class: Orhan Pamuk, *My Name is Red*

17 March: Maalouf

Reading to be done for class: Amin Maalouf, *The Gardens of Light*

24 March: Shamsie

Reading to be done for class: Kamila Shamsie, *Burnt Shadows*

DUE: Reading Response 3 on readings for 3 Mar, 10 Mar, 17 Mar, or 24 Mar (worth 15%)

31 March: Peer Review Workshop

DUE: Draft of Essay #2 for Peer Review (worth 5%)

7 April: Discussing History and Genre

DUE: Essay #2 (worth 25%)

Course

8 April is the last day of classes – Enjoy your summer!

IV. **Evaluation for HIST 4915F/ENGL 4115C:**

Participation in weekly discussions	15%	ongoing
Reading Response 1 (2 pages double-spaced)	10%	21 Jan
Reading Response 2 (2 pages double-spaced)	10%	11 Feb
Essay 1 (7-8 pages double-spaced)	20%	25 Feb
Reading Response 3 (2 pages double-spaced)	15%	24 Mar
Peer Review Workshop Participation	5%	31 Mar
Essay 2 (8-10 pages double-spaced)	25%	7 April

Please note: Students enrolled in HIST 5915 will be expected to do more work than the 4000-level version of the course. What exactly that will entail will be decided in consultation with Hist 5915 students at the beginning of the course.

Topics for the Primary Source Presentation and essays will be based on discussion in class and each student's interest. One or more instructors must approve topics. More instructions on the expected format and content of reading responses, presentations, and essays will be given in class and posted on cuLearn.