

History Research Seminar
HIST 440 – Spring 2019
Borderland Lives in Modern World History

Instructor: Michał J. Wilczewski, PhD

E-mail: mwilcz5@uic.edu

Office Hours: UH, 916, Mondays 12:00pm-1:00pm, Tuesdays 3:30pm-4:30pm or by appt.

Class Time: Tuesdays and Thursdays, 2:00pm-3:15pm, Behavioral Sciences Building 187

COURSE DESCRIPTION:

This course is intended to guide students through researching and writing the senior research paper, a requirement for all UIC history majors. Research papers will focus on any aspect of life in and around borderland, real or imagined, in modern history. In all cases, papers must be based on primary sources, must make an original argument, and must reflect that the student has grasped masterfully the secondary literature about the chosen topic. The first half of the semester will be spent focusing on different themes in Borderlands History. The second half will be devoted to researching, writing, and editing the final paper.

Borderlands are spaces of contact. They provide for a rich exchange of ideas, cultures, power, gendered transformations, and control. In some cases, they are zones of violence. In others, they are sites of mutual understanding and community development. Whatever their location, borderlands tend to be difficult to define if only because they allow for the creation of hybrid or hyphenated identities. This course will take a thematic approach to scholars' growing understanding of borderlands. We begin first with identity formation, before covering topics such as gender, the environment, border crossings and control, and violence. Students will then write a substantial research paper on any borderland, real or imagined, in modern history. Topics will be chosen in consultation with the instructor.

REQUIRED TEXTS:

Cathy Birkenstein and Gerald Graff, *They Say/I Say: The Moves That Matter in Academic Writing*, 4th edition

All other course readings will be posted on Blackboard and are marked in the course schedule below. The required book is available for purchase in the UIC bookstore, though it is also easily available from other vendors. Please complete readings prior to class and come prepared to discuss them. If students have interest in a particular geographical area that is not represented in the syllabus through readings, please speak with the instructor to discuss the possibility of reading other articles in lieu of those assigned below.

COURSE REQUIREMENTS AND METHODS OF EVALUATION: Students will be evaluated on the quality of their performance on the following required assignments:

Weekly Reading Responses (15%)

Historiographical Presentation and Annotated Bibliography (10%) – Week 9

Rough Draft (15%) – Due April 9

Research Paper Presentation (15%) – Weeks 14 and 15

Attendance and Class Discussion (15%)

Final Paper (30%) – due Wednesday, May 8 at 5:30 p.m.

Weekly Reading Responses (15%)

Starting with Week 3, students will submit a 750-1000 word critical analysis of the week's readings. These responses should briefly summarize each of the articles (2-3 sentences) and then focus on how the articles each speak to the week's theme. Students are encouraged to draw connections between the articles whenever possible, assess the authors' arguments, their use of evidence, and offer appropriate criticism. Reading responses are due at noon every Tuesday between Weeks 3-7. Students can skip one reading response, totaling four responses total.

Historiographical Presentation and Annotated Bibliography (10%)

Week 9 of the semester is reserved for students' initial presentations of their research topics. These presentations should be no longer than 10 minutes and introduce the topic the student has chosen to write about, provide an overview of their research question, and an analysis of the secondary literature available about their chosen topic. Students will also submit an annotated bibliography of 10 secondary sources that they will be using for their research paper.

Rough Draft (15%)

Students will submit first drafts to the instructor on April 9th. We will then spend Week 12 peer editing one another's papers. The instructor will also provide feedback. Drafts should be nearly finished version of the paper and no less than 10 pages.

Research Paper Presentation (15%)

Weeks 14 and 15 of the semester are dedicated to student research presentations. During these presentations, students will present their findings to the class, explain their contribution to the historical literature, and discuss the sources they used in their research paper.

Class Attendance and Discussion (15%)

Careful and regular class participation and discussion is necessary if students want to perform well in this class. Students are expected to read the course readings, analyze their historical contributions, and provide any appropriate criticism and analysis. Because this class will not meet every week, it is imperative that students come to class on scheduled class days to not miss important course developments. Attendance is

mandatory. Failure to participate in or come to class will result in a poor grade. In lieu of having class during Week 8, students will come speak with the instructor about their progress in research. This initial meeting is mandatory, but the instructor is more than happy to speak with students at any point over the course of the semester.

Final Research Paper (30%)

Students will submit a final research paper of 15-20 pages. This paper must be based on primarily on primary sources with supporting secondary literature and present an original argument and contribution to historical literature. Papers must be properly cited using the Chicago Manual of Style. An online summary of the Chicago Manual of Style (16th edition) is available at

<https://owl.english.purdue.edu/owl/resource/717/01/>.

GRADES: Students' final grades will be rendered according to the following:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0%-59%

ADDITIONAL NOTES:

- 1. Plagiarism:** Please make sure you understand the definition of plagiarism. Plagiarism will not be tolerated in this class. If you take words from any source, you must use quotation marks and acknowledge the sources with proper citations. Even when you use your own words, but have borrowed an idea from another source, you must reference it. Presenting someone else's work as your own can result in the disqualification of your work and a failing grade for this class. It can also result in suspension from the University. This is a very serious offense and should be treated that way. If you are ever unsure of whether you are at risk of plagiarizing, please ask. Students are required to produce original work for each assignment for this course. Reusing parts of papers written for this or other courses is considered self-plagiarism and will also result in the disqualification of that assignment.
- 2. Blackboard and SafeAssign:** This course will require that students access Blackboard (uic.blackboard.com) to read additional readings. Please make sure that you have access to Blackboard from the beginning of the semester. If for some reason you do not, please write to the instructor immediately. Students' final papers **MUST** be submitted electronically on Blackboard and will be vetted for plagiarism using SafeAssign technology.
- 3. Late Assignments:** Late assignments drop one letter grade per day after the deadline. An A becomes a B, then a C, and so on.
- 4. Cell Phones:** Please come to class on time with cell phones set to silent and stored away. Please refrain from texting or reading text messages during class.

Such behavior is extremely disruptive for both you and those around you. Students who are active on their phones **will** be called out in class. Continued use of your phone will result in being counted as absent for the day.

5. **Use of Technology:** The use of computers to take notes during class is permitted **ONLY** if students have the self-discipline to stay off various websites and messaging applications. Again, this is distracting to those around you. Please do not abuse this privilege. Students who are found surfing the internet during class will not be able to use their laptops in the future.
6. **Common Courtesy:** Students are expected to respect, though certainly not always agree with, others' ideas, interpretations, and comments. Healthy and respectful debate is expected and encouraged. Students are also expected to respect the diversity of their classmates. Everyone is encouraged to help create and sustain a healthy, safe, and productive learning environment. Racism, sexism, homophobia, and other sort of disruptive and abusive behavior will not be tolerated. Students who regularly come in late, leave to take phone calls, chat with their neighbors during lecture, and are otherwise disrespectful will also have their participation grade severely diminished.
7. **Attendance and Participation:** Regular attendance and thoughtful participation are crucial if students want to perform well in this class. Attendance will be taken at the beginning of each class meeting. Attendance is mandatory. An absence will only be excused if proper documentation is provided. Students who will be absent due to religious observances should communicate their absence with the instructor ahead of time. Students are responsible for any work and announcements that they may miss during their absence.
8. **E-mailing the Instructor:** Please make sure that your e-mails to the instructor are written carefully and completely with a greeting, message, and signature that identifies yourself. You should use this as an opportunity to building your professional communication skills.
9. **Office Hours:** The instructor is available to meet with students during office hours. Please feel free to stop by. If you cannot attend the scheduled office hours, students can also ask to make an appointment to meet. Office hours are an excellent time to discuss paper drafts, your performance in the class, or to clarify any additional questions you may have.
10. **Students with Disabilities:** The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

SCHEDULE OF TOPICS AND ASSIGNMENTS:

This course outline is tentative and subject to change during the semester. Students are responsible for all changes announced in class.

Week 1 – Course Introduction: What’s in a borderland?

January 15 – Course Introduction

- No readings

January 17 – Assessing the Field: Borderlands Historiography

- Tara Zahra, “Looking East: East Central European ‘Borderlands’ in German History and Historiography,” *History Compass* 3 (2005): 1-23.
- Jared Orsi, “Construction and Contestation: Toward a Unifying Methodology for Borderlands History,” *History Compass* vol. 12, no. 5 (2014): 433-443.
- Michiel Baud and Willem Van Schendel, “Toward a Comparative History of Borderlands,” *Journal of World History* vol 8, no 2 (1997): 211-242.

Week 2 – Researching and Writing a Primary Source Based Paper

January 22 – Research Workshop with Paula Dempsey in Daley Library 1-010 (Idea Commons)

January 24 – Writing Workshop; *They Say/I Say* pages 19-116

Week 3 – Identity Formation and Nationalism in Borderlands

January 29

- Tara Zahra, “The Borderland in the Child: National Hermaphroditism and Pedagogical Activism in the Bohemian Lands,” in *Localism, Landscape, and the Ambiguities of Place: German-Speaking Central Europe, 1860-1930*, eds. David Blackbourn and James Retallack (Toronto: University of Toronto Press, 2007), 214-235.
- Kathryn Ciancia, “Borderland Modernity: Poles, Jews, and Urban Spaces in Interwar Eastern Poland,” *Journal of Modern History* vol. 89, no. 3 (September, 2017): 531-561.
- Phillip Ther, “Caught in Between: Border Regions in Modern Europe,” in *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*, edited by Omer Bartov and Eric D. Weitz (Bloomington: Indiana University Press, 2013), 485-502.

January 31

- Andrés Reséndez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821-1848," *The Journal of American History* vol. 68, no 2. (1999), 668-688.
- Richard White, "'Although I am dead, I am not entirely dead. I have left a second of myself.': Constructing Self and Persons on the Middle Ground of Early America," in *Through a Glass Darkly: Reflections on Personal Identity in Early America* edited by Ronald Hoffman, Mechal Sobel, and Fredrika J. Teute (Chapel Hill: University of North Carolina Press, 1997): 404-418.

Week 4 – The Borders of Gender, Sexuality, and the Body

February 5

- Isaiah Helekunihi Walker, "Hui Nalu, Beachboys, and the Surfing Boarder-lands of Hawai'i," *The Contemporary Pacific* vol. 20, no. 1 (Spring, 2008): 89-113.
- Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands," *The Journal of American History*, vol. 92, no 1. (June, 2005): 19-46.

February 7

- Gabbert Ann R. "Prostitution and Moral Reform in the Borderlands: El Paso, 1890-1920." *Journal of the History of Sexuality* vol. 12, no. 4 (2003): 575-604.
- Alexandra Minna Stern, "Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border," *Hispanic American Historical Review* vol. 79, no. 1 (1999): 41-81.

Week 5 – Landscapes, Borders, and the Environment

February 12

- Kyle Gardner, "Moving Watersheds, Borderless Maps, and Imperial Geography in India's Northwestern Himalaya," *The Historical Journal* (2018): 1-22.
- Pekka Hämäläinen, "The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands," *The William and Mary Quarterly* vol. 67, no. 2 (April, 2010): 173-208.

February 14

- Patrice Dabrowski, "'Discovering' the Galician Borderlands: The Case of the Eastern Carpathians," *Slavic Review* vol. 64, no 2. (Summer, 2005): 380-402.
- Eagle Glassheim, "Ethnic Cleansing, Communism, and Environmental Devastation in Czechoslovakia's Borderlands, 1945-1989," *The Journal of Modern History*, vol. 78 (2006): 65-92.

Week 6 – Border Crossings, Control, and the State

February 19

- Christopher Vaughan, "Violence and Regulation in the Darfur-Chad Borderland c. 1909-1956: Policing a Colonial Boundary," *The Journal of African History* vol. 54, no. 2 (July, 2013): 177-198

- Radhika Singha, “The Great War and a ‘Proper’ Passport for the Colony: Border-Crossing in British India, c. 1882-1922,” *The Indian Economic and Social History Review* vol. 50, no. 3 (2013): 289-315.

February 21

- Grace Peña-Delgado, “Neighbors by Nature: Relationships, Border Crossings, and Transnational Communities in the Chinese Exclusion Era,” *Pacific Historical Review* vol. 80, no. 3 (August, 2011): 401-429.
- Hidetaka Hirota, “Exclusion on the Ground: Racism, Official Discretion, and the Quotidian Enforcement of General Immigration Law in the Pacific Northwest Borderland,” *American Quarterly*, vol. 69, no. 2 (June, 2017): 347-370.
- **RESEARCH TOPICS AND PRELIMINARY BIBLIOGRAPHY DUE**

Week 7 – Violent Borderlands and Borderland Violence

February 26

- Ned Blackhawk, “The Displacement of Violence: Ute Diplomacy and the Making of New Mexico’s Eighteenth-Century Northern Borderlands,” in *Between Empires: Indians in the American West during the Age of Empire*, Special Issue of *Ethnohistory* vol. 54, no. 4 (Fall, 2007): 723-755.
- Karl Jacoby, “‘The broad platform of extermination’: Nature and Violence in the Nineteenth Century American Borderlands,” *Journal of Genocide Research* vol. 10, no. 2 (2008): 249-267.

February 28

- Max Bergholz, “Sudden Nationhood: The Microdynamics of Intercommunal Relations in Bosnia-Herzegovina after World War II,” *The American Historical Review* vol. 118, no. 3 (June, 2013): 679-707.
- Omer Bartov, “Communal Genocide: Personal Accounts of the Destruction of Buczacz, Eastern Galicia, 1941-1944,” in *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*, edited by Omer Bartov and Eric D. Weitz (Bloomington: Indiana University Press, 2013), 399-420.
- Paul Robert Magosci, “Carpathian Rus’: Interethnic Coexistence without Violence,” in *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*, edited by Omer Bartov and Eric D. Weitz (Bloomington: Indiana University Press, 2013), 449-462.

Week 8 – No Class – Meetings with Instructor

Week 9 – Historiographical Presentations – ANNOTATED BIBLIOGRAPHY DUE

March 12 – Historiographical Presentations
March 14 – Historiographical Presentations

Week 10 – No class

Spring Break (March 26 and 28)

Week 11 – No Class

Week 12 – Peer Editing – FIRST DRAFTS DUE APRIL 9

April 9 – First Drafts

April 11 – First Drafts

Week 13 – No Class

Week 14 – Final Presentations

April 23 – Class Presentations

April 25 – Class Presentations

Week 15 – Final Presentations

April 30 – Class Presentation

May 2 – Class Presentations

Final Drafts due Wednesday, May 8, 2019 at 5:30 p.m.