

## **History 6162: Archives, Writing and Research in Southeast Asian History**

Spring 2012, Wed 2:30-4:25  
Instructor: Tamara Loos  
Office Hours: W 12-2pm

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History 6162 offers graduate students a structure within which to write a dissertation/thesis proposal or substantive research paper or chapter on a topic focused on Southeast Asia. It is a writing intensive workshop, which means that little outside material is assigned and the majority of reading is of each other's written drafts. For these purposes, the course is capped at ten, which will enable participants to read, write, and present multiple drafts for "public" (within the class) review. The workshop offers both practical and theoretical knowledge about archival sources, historical research, literature reviews, argumentation, evidence and methodologies. Students will analyze the relationship between evidence and argument in historical writing; critically assess the methods and possible "motivations" in their own and their peers' scholarly writing; identify archives and sources relevant to a research topic; discern how to utilize sources responsibly and creatively; understand the methodological issues associated with the use of primary and secondary sources; and learn how to professionally present their own work and constructively critique that of their peers. Participants will produce a well-organized persuasive chapter or proposal that satisfies the requirements of their respective fields (the default being History).

Participants must take the course for a letter grade to ensure their full and equal participation in the course. They include: Jack Chia (Phd, History); Jenny Goodman (MA, Asian Studies), Moodjalin Sudcharoen (MA, Asian Studies), Matt Reeder (PhD, History), Matt Sova (MA, Asian Studies), and Rebecca Townsend (PhD, History).

### Requirements: Participation 20%

1. In addition to showing up to the scheduled class meetings, students are expected to participate critically and constructively in the discussions of your peer's written work and the assigned readings. If you cannot attend, you must inform the instructor in advance.
2. Share your written work ON TIME. This is out of respect for your peers, who have to schedule time to read your written work, and is good practice for meeting the inflexible deadlines made by external parties, such as funders and the graduate school. We will share written work through Blackboard's Discussion Board for the History 6162 site. There is a "Forum" for participant's work. Within that forum, there is a "thread" in each of your names. You should post your assignments in your own thread, and should be able to read the assignments posted by other participants in their threads. You are expected to post your written assignment no later than midnight on the Sunday before the Wednesday class that assignment is due and to have

read other participants' written work by that Wednesday class. That gives everyone two and a half days to read each other's work.

3. Library resources and archives in and about Southeast Asia. The curator and assistant curator of the Echols collection will share with us their wealth of experience with various archives, libraries and collections in and about Southeast Asia. In addition, several post-field work graduates have generously agreed to discuss with us their experience conducting various types of research in Southeast Asia and colonial archives in Europe. They will share their ideas about how to make useful contacts, establish relevant institutional affiliations, apply for research visas and permits, and so on. You will be expected to participate in the discussion and to create a short annotated bibliography (see 4.b. below).

Requirements: Writing projects 80%

4. Research Paper/Chapter or Dissertation Funding Proposal. These are two slightly different animals but they will be approached in similar ways. We break down the research project into relevant parts. In all cases you are expected to read your peers' contributions as well and be prepared to critically discuss them.
  - A. Preliminary Research Statement: 2-5 pages explaining the research topic you plan to explore in this course. This should describe your research project; what specific question/argument will you address; and what historiographical (or discipline-specific/theoretical) claims your project will engage. In other words, what do you anticipate your contribution to the broader field, as you define it, will be? Due 1/29
  - B. Bibliographic Assignment: Create a short (only one sentence per source explaining its relevance) annotated bibliography of potential sources broken down by relevant categories (primary, secondary, archival, etc.) with an explanation of which archives, oral interviews, and/or special collections might be relevant. Due 2/26 (5%)
  - C. Framing, Methodologies and Literature review. These three issues are often hard to disentangle because framing your argument necessarily entails discussing the relevant literature on your topic, pointing out what is missing, telling readers how you plan to conduct your research and prove your argument, and convincing readers that your contribution will make a difference. We will try to disaggregate them so as to better help you create a powerful, well-conceived prospectus or thesis chapter. Each person will give a brief presentation about issues they encountered while preparing these segments.

- Framing your topic within your discipline. Write 4-5 page statement of the key historical, theoretical or discipline specific problems with which you are concerned. In this summary you can make no reference to the specific cultural or ethnographic context in which you work. This exercise is meant to help you devise ways to generalize your research problem for a broader audience (beyond cultural-area specific groups). What is the key theoretical problem? What were the past key contributions antecedent to your proposed contribution? How does yours build on, challenge and/or offer something different?
  - Literature review (4-5 pages). This assignment builds on the disciplinary or theoretical contribution statement, but allows you to bring in the historically and culturally specific context and literatures. What are the relevant literatures (which discipline/s, theories, and geographic regions) for your topic?
  - Methodologies. Prepare a 2-3 page statement on the specific kinds of data you plan to collect, the methods you will deploy to collect that data, and how that data applies directly to the problem of your research. If your research requires particular technical skills, including additional language training, then include a discussion of this in your plans. These kinds of data can include state and legal documents (try to be specific—what kinds of state and legal documents?), interviews (tell us with whom, where, etc.), demographic and statistical data (be specific), songs (about what, performed where and when), films (etc.). This is a plan for what kinds of data you will need to complete your project as opposed to the annotated bibliography of primary, secondary and archival sources (though there may be substantial overlap).
  - All due together on either 3/11 or 3/25 (15%)
- D. Budgets, CV, IRB and identifying relevant in-country affiliations. For those of you for whom this is relevant, prepare a budget, a professional CV, and a list of relevant in-country affiliations. The Institutional Review Board may or may not be relevant to your work. We will read a brief critical essay about the history of IRBs, and look at Cornell's Protection of Human Subjects process. Due 4/1
- E. Presentations of a first full draft of your research project/proposal. You each will give a formal 15-20 minute presentation of your work to your peers, who will ask questions at the end of your presentation. You also will turn in a full draft of your project (20-25 pages) with footnotes and bibliography that also will be part of the discussion. Two presenters per seminar period. Due 4/8, 4/15, or 4/22 (10%)

5. Plans for Revisions. Based on the comments received by your peers and instructor (and hopefully your Chair, if it is not Loos), detail your plans for revisions in a short written statement that we will discuss individually or as a group. Due 4/29
6. Final Version of Research Project due 5/11 (50%)

Date	Topic/Assignment
1/25	Introduction to the course. Funding sources.
1/29	Due on Blackboard: Preliminary Research Statement (2-5 pages) and short oral (5 minutes) presentations of research topic.
2/1	Research: Short oral (5 minutes) presentations and discussion of preliminary research statements.
2/8	Archives and Library Collections I: Jane Ferguson will discuss conducting research in Myanmar, Thailand and elsewhere. Echols curator Greg Green and Assistant Curator Jeff Peterson will discuss strong SEA collections around the globe.
2/15	Archives II: Discussion of theory and approaches. <ul style="list-style-type: none"> <li>• Francis Blouin Jr. and William Rosenberg, eds., <i>Archives, Documentation and Institutions of Social Memory</i> (Ann Arbor: U of Michigan Press, 2006): 1-35, 85-89, 165-168, 253-257.</li> <li>• Ann Laura Stoler, "Colonial Archives and the Arts of Governance," <i>Archival Science</i> 2, nos. 1-2 (2002): 87-109.</li> </ul>
2/22	Archives III: SEA and colonial archives. Thomas Patton (3:30) will discuss his research and fieldwork in Myanmar, the colonial archives in Delhi, and efforts to obtain a research visa and institutional affiliations. Samson Lim will Skype in to discuss similar processes in Thailand (at 2:30). <ul style="list-style-type: none"> <li>• Read Lim, Ikeya and Lammerts proposals.</li> </ul>
2/26	Due on Blackboard: Briefly annotated bibliography and assessment of relevant archives and special collections.
2/29	Archives III: SEA and colonial archives. Oiyen Liu will discuss her experience conducting research in the Netherlands, Indonesia and Singapore. Lawrence Chua will discuss his architectural history research experiences in Thailand. <ul style="list-style-type: none"> <li>• Read Chua and Pearson proposals.</li> </ul>

3/7	<p>“Framing” your argument, methodologies, and literature review. These pieces represent the core of your project and if convincing will ensure funding and/or recognition in your field.</p> <ul style="list-style-type: none"> <li>• Discussion of model proposals read in previous weeks by SEAP graduate students.</li> <li>• Bring in examples of relevant methodologies from your respective disciplines and be prepared to discuss them.</li> <li>• Example of lit review: Loos, “Transnational, Colonial and National Histories of Sexualities in Asia.” <i>American Historical Review</i> 114 (Dec. 2009) (refereed), 1309-1324. See others from same volume.</li> </ul>
3/11	Due on Blackboard for some: Argument, Methodology and Lit Review
3/14	Framing: Argument, Methodologies, and Literature reviews: Oral presentations and discussion.
3/19	Spring Break March 19-23
3/25	Due on Blackboard for some: Argument, Methodology and Lit Review
3/28	Framing: Argument, Methodologies, and Literature reviews: Oral presentations and discussion.
4/1	Due on Blackboard: Budgets, IRB, CV, and list of relevant in-country affiliations.
4/4	<p>Discussion of budgets, IRB, CV and in-country affiliations.</p> <ul style="list-style-type: none"> <li>• Zachary Schrag, <i>Ethical Imperialism: Institutional Review Boards and the Social Sciences, 1965-2009</i> (Baltimore: The Johns Hopkins U. Press, 2010), 1-9, 187-195, 236.</li> </ul>
4/8	Due on Blackboard for 1/3 class: Full written draft.
4/11	Presentations and discussion of full draft.
4/15	Due on Blackboard for 1/3 class: Full written draft.
4/18	Presentations and discussion of full draft.
4/22	Due on Blackboard for 1/3 class: Full written draft.
4/25	Presentations and discussion of full draft.
4/29	1 page plan of revision.
5/2	Discussions of revision plan either individually or as a group.
5/11	Final research papers due in hard and e-copy by noon, 180 Uris Hall