

Term Information

Effective Term Spring 2025
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Changing Title and Description to accurately reflect how course has been taught

What is the rationale for the proposed change(s)?

The original version of this course, which predated semester conversion, was envisioned as a variable credit hour course designed to develop skills in historical writing. Since conversion, it has only been taught by Jessica Delgado as a Grad Seminar in Critical Archives. She would now like to officially change the name and description of the course to reflect the content as it is taught now.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | History |
| Fiscal Unit/Academic Org | History - D0557 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Graduate |
| Course Number/Catalog | 7902 |
| Course Title | Critical Archive Theories and Methods |
| Previous Value | Graduate Colloquium on Historical Writing |
| Transcript Abbreviation | Archive Seminar |
| Previous Value | Colloq Hist Writ |
| Course Description | Seminar examining the critical, theoretical, methodological and historiographical work on the construction and use of archives. We will consider how power shapes the archive, and discuss its silences, distortions, possibilities and pitfalls. Above all, we will consider how we as embodied actors shape the archives with which we engage, as historians, critical scholars, participants and curators. |
| Previous Value | Designed to develop skills in historical writing. |
| Semester Credit Hours/Units | Fixed: 3 |
| Previous Value | Variable: Min 1 Max 6 |

Offering Information

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|--|--|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | No |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Seminar |
| Grade Roster Component | Seminar |

| | |
|----------------------------|----------|
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus |

Prerequisites and Exclusions

| | |
|----------------------------|------------------------|
| Prerequisites/Corequisites | Prereq: Grad standing. |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|-------------------|
| Subject/CIP Code | 54.0101 |
| Subsidy Level | Doctoral Course |
| Intended Rank | Masters, Doctoral |

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

Required for this unit's degrees, majors, and/or minors

Course Details

| | |
|--|--|
| Course goals or learning objectives/outcomes | <ul style="list-style-type: none">• What authoritative bodies, if any, have been involved in its creation, organization, and preservation?• What individuals or community groups, if any, have been involved in the archive's creation, organization and preservation?• What histories does the archive purport to include, preserve, provide access to?• What are the primary categories or organizing principles through which it is organized? |
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[Previous Value](#)

| | |
|--------------------|---|
| Content Topic List | <ul style="list-style-type: none">• archives• theory and methodology• research• Bibliographic skills and tools |
|--------------------|---|

[Previous Value](#)

- [Topics selected to give students opportunity to pursue special studies not otherwise offered](#)
- [Academic and historical writing](#)
- [Editing](#)
- [Bibliographic skills and tools](#)

| | |
|--------------------|----|
| Sought Concurrence | No |
|--------------------|----|

COURSE CHANGE REQUEST
7902 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/05/2024

Attachments

- History 7902 Delgado 8.22.2024 JG.docx: Syllabus

(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Unfortunately, it has been so long since the original version of this course was taught that I have been unable to find a copy in our records (proof of the fallibility of archives, I suppose!). *(by Getson, Jennifer L. on 08/22/2024 04:22 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Getson, Jennifer L. | 08/22/2024 04:22 PM | Submitted for Approval |
| Approved | Reed, Christopher Alexander | 08/22/2024 04:47 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/05/2024 05:30 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/05/2024 05:30 PM | ASCCAO Approval |

History 7902
Critical Archive Theories and Methods
Jessica Delgado
delgado.92@osu.edu
Seminar, 3 credit hours

Course Description: In this seminar, we will read critical theoretical, methodological, and historiographical work on the construction, production, and use of archives. Some of the questions we will consider are: How does power shape the archives with which we work? How should scholars approach the silences and distortions built into the archives? What constitutes an archive? What are the possibilities and pitfalls of alternative and non-traditional archives? How do we as embodied actors shape the archives with which we engage—as historians, critical scholars, participants, and curators?

Course Structure, Required Readings, and Assignments

- Each week, beginning on the third class meeting, we will start seminar with one participant sharing an “archive-object reflection” hand-out along, with a 10-minute presentation. These hand-outs will become part of the seminar’s own archive of critical “finding aids.”
 - In preparation, students should identify an archive—defined broadly—and examine it in relation to the following questions:
 - How did this archive come to be constituted?
 - What authoritative bodies, if any, have been involved in its creation, organization, and preservation?
 - What individuals or community groups, if any, have been involved in its creation, organization and preservation?
 - What histories does it purport to include, preserve, provide access to? (Think critically about those three words.)
 - What are the primary categories or organizing principles through which it is organized?
 - Who has access to it?
 - The hand-out and presentation need not answer all of these questions in explicit form, but the presenter should know the answers, or in cases where such answers are impossible to know, that impossibility should be part of their critical reflection. The exact format of the hand-out and presentation is flexible and ought to respond to the particular case of the “archive” being presented, the particular interests of the presenter, and insights and questions arising from course readings.
- We will spend the first part of class (2:15-3:15) discussing the archive-object reflection. (This discussion may certainly include reflecting on the archive-object presented in light of the week or previous weeks’ readings, but the focus will be on thinking together about the example presented.) Discussion during this first part of class may also incorporate ideas for students’ final projects.

- After a 10 or 15 minute break, we will move into a more direct discussion of the readings. Students who are not presenting an archive-object reflection should come prepared to speak for no more than 3 minutes about an issue, question, or analytical entry-point into the text assigned for that week. We will begin with a lightening round of these presentations and then open up into discussion. 3:30-5:00
- **Final Project:** As early as possible in the semester, each student should identify an archive or archival collection they plan to research, work with, and write about. These should be large enough units to facilitate sustained reflection and analysis. The final project can take a number of forms: A detailed, critical finding aid; a paper about the archive's history, constitution, organization, use, etc.; or a critical reflection on the process of using the archive or collection for a particular scholarly query or project. Students should choose their archive as soon as possible and should submit a proposal for their final project no later than 2/17. Final projects are due April 28th. Final projects will become part of the seminar's archive. We can discuss how far beyond the seminar we would like to make this archive accessible, and in what form, but all seminar participants will have access to it.

Required Readings:

All readings (listed in the course schedule below) will be made available on Carmen.

University Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted,

you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule:

1/12: **Course organization and discussion:** course goals; course structure; what constitutes an archive; final projects.

1/19:

Required Reading:

- Antoinette Burton (ed.), *Archive Stories: Facts, Fictions and the Writing of History*,
 - Burton, "Introduction: Archive Fever, Archive Stories,"
 - Horacio Roque Ramírez, "A Living Archive of Desire: Teresita la Campesina and the Embodiment of Queer Latino Community History,"
 - Renée Sentilles, "Toiling in the Archives of Cyberspace"
 - Ann Curthoys, "The History of Killing and the Killing of History"

1/26: Archive object reflection presentations.

Required Reading:

- María Elena Martínez, "Archives, Bodies and the Imagination: The Case of Juana Aguilar and Queer Approaches to History, Sexuality and Politics," *Radical History Review* 120 (2014): 169-82
- Kathryn Burns, "Notaries, Truth and Consequences," *American Historical Review* 110, no. 2 (2005): 350-380

2/2: Archive object reflection presentations.

Required Reading:

- Saadiya Hartman, "Venus in Two Acts," *small axe* 26 (2008), 1-14
- Saadiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*, Prologue
- Ian Baucom, *Spectors of the Atlantic: Finance Capital, Slavery, and the Philosophy of History*

2/9: Archive object reflection presentations.

Required Reading: AGAIN

- Saadiya Hartman, "Venus in Two Acts," *small axe* 26 (2008), 1-14
- Saadiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*, Prologue
- Ian Baucom, *Spectors of the Atlantic: Finance Capital, Slavery, and the Philosophy of History*

2/16: Archive object reflection presentations.

Required Reading:

- Ann Laura Stoler, *Along the Archival Grain*, 1-139

2/23: No Class

3/2: Archive object reflection presentations.

Required Reading:

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*

3/9: Archive object reflection presentations.

Required Reading:

- Kathryn Burns, *Into the Archive: Writing and Power in Colonial Peru*

3/16: Archive object reflection presentations.

Required Reading:

- Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016)

3/23: Archive object reflection presentations.

Required Reading:

- Francis Blouin Jr. and William G Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*

3/30: Archive object reflection presentations

Required Reading:

- Diana Taylor, *The Archive and the Repertoire: Performing Cultural Memory in the Americas* (Durham NC, Duke University Press, 2003)

4/6: Archive object reflection presentations

Required Reading:

- Silvia Sellers-Garcia and Karen Melvin (eds), *Imagining Histories of Colonial Latin America: Essays on Synoptic Methods and Practices*

4/6: No Class. Individual meetings by appointment to discuss final project

4/13: Knot Workshop for Final Project

4/20: Course Wrap-up.

- Final discussion (2:15-3:15)
- Optional Individual meetings as needed (3:15-5:00)