

Famine in World History

Professor: R. Douglas Hurt
 Office: University 23
 Phone: 494-6757
 Office Hours: By Appointment

Junior Research Seminar (395)
 Spring Semester 2021
 TR 9:30-10:15
 Beering B260

Course objective: Each student will write a research paper on some aspect of famine in world history. The research paper will be based on primary and secondary sources. It should be 15 to 20 pages in length, plus endnotes and bibliography. The endnotes and bibliography must be prepared according to Kate L. Turabian, *A Manual for the Writers of Research Papers, Theses, and Dissertations*, 9th ed. Chicago: University of Chicago Press, 2018. The papers must be double-spaced, including the endnotes and bibliography, and paginated.

Learning Outcomes: Students will demonstrate their ability as historians to identify a topic for investigation, pose a thesis, and conduct primary and secondary research, as well as write a paper that marshals the evidence to provide an informed point of view. Weekly discussion posts with two replies also are required.

Assignments:

Research Paper: Each student will write a research paper on some aspect of famine. The paper must be fifteen to twenty pages of text, plus endnotes and bibliography. It must be substantially based on primary sources. We will discuss sources and formatting in class. This paper is worth 500 points.

Weekly readings and assignments as well as discussion posts with peer replies will address famine in a variety of contexts in Europe, Asia, and Africa.

Weekly Writing assignments: Write a one-page summary of each article (bullet points are acceptable) in which you also note the author's interpretive conclusion. You will access the writing assignment through Course Tools in Brightspace.

- **Written assignments are due on Monday at 11:59 PM of the week specified.**
- **Each writing assignment is worth 40 points.**

Weekly Discussion Posts in Brightspace

Each week (unless noted otherwise), students will complete discussion posts based on assigned readings. These posts and replies are meant to be collaborative in nature, but students are expected to work individually. You will access the discussion posts through Course Tools in Brightspace. Each discussion post is worth 30 points.

- There are 2 kinds of forum posts: Initial and Peer Replies (which are responses to classmates). Your initial post should be **250 words minimum and include at least 1 citation from each assigned unit readings. For example, (Author last name, page #), i.e. (O Gráda, 15).**

- **Initial posts are due by Thurs., 11:59 PM, and 2 Peer Replies are due by Friday at 11:59 PM.**
- **Each discussion post with replies is worth 30 points.**
- **Please note that Brightspace only allows me to input 1 due date (Friday), but your initial posts are due on Thursday as indicated. All posts are date and time stamped.**
- **For our purposes, use this simplified format in your initial response: (Author, page number). Initial posts *without* a citation will not be graded.**
- How to approach these posts and readings? One of the most important skills needed in effectively reading and interpreting historical writings is the ability to identify the historian's thesis. Next, summarize the thesis from each reading. For each article create an initial post on the Discussion Board that summarizes the reading's leading argument (thesis), and cite each article at least once in making your case. Do this in one well-developed paragraph as your initial post. As we go along, an excellent initial post will even connect with prior readings.

Peer Replies

- **Each student also will make replies to 2 classmates' posts. These replies are due by Friday, 11:59 PM, 100 words minimum each.** These peer replies should be thoughtful and constructive—and in relation to our topics (NOT as if you are grading them). Go beyond, “Hey, great post!” A strong reply will also include a reference to a reading, perhaps building on an idea raised in the peer's initial post.
- **Guidance:** Along with “What is the thesis?” Other questions that may help you process the reading include: What is significant about this reading? How did it help you understand the period under examination? What ideas are emphasized in this reading? How does the reading differ from other sources presented in the class? How is it similar? When was the piece published, and how might the argument differ had it been written at a different time?

Written assignments are due on Monday at 11:59 PM of the week specified.

Discussion posts are due on Thursday at 11:59 PM of the week specified.

Peer posts are due on Friday at 11:59 of the week specified.

Grades:

Grades will be based on class participation, writing assignments, and discussion posts with peer replies as well as a research paper. The writing assignments are worth 40 points, and the

discussion posts and replies are worth 30 points. The research paper is worth 500 points. The total points earned will determine your grade based on the scale of: 90 percent = A; 80 percent = B; 70 percent = C; 60 percent = D. Plus and minus grades will be assigned.

A grade of incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to April 13 and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an "Incomplete Contract" form that will be submitted with course grades. Any request made after the course is completed will not be considered for an incomplete grade.

Course Structure: This is a hybrid course with in-class and online formats. Ordinarily, but not always, we will meet in class one day a week, usually Tuesday. The second day usually, but not always, Thursday, will be dedicated to online discussion posts.

Books: The following books are required:

Ó Gráda, Cormac. *Famine: A Short History*. Princeton: Princeton University Press, 2009.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th Ed. Chicago: University of Chicago Press, 2018.

Week #1: Introduction to Course and Library Research

January 19: Introduction

January 21: Professor Bert Chapman, History and Political Science Librarian, Purdue University

Reading: Ó Gráda, *Famine*, Chs. 1-2

Week #2: Famine in Ireland

January 26: Famine in Ireland

Reading: Ó Gráda, *Famine*, Ch. 3

Shirley Leigh Smith, "The awkward years: defining and managing famines, 1944-1947," *History and Technology*, 31, no. 3 (2015): 206-19.

Tauger, Mark B. "Entitlement, Shortage and the 1943 Bengal Famine: Another Look," *Journal of Peasant Studies*, 31 (October 2003): 45-72.

Amartya Sen, "Ingredients of Famine Analysis: Availability and Entitlements," *Quarterly Journal of Economics* 96 (August 1981): 433-64.

January 28: Famine in Ireland [Distance]

Reading: Ó Gráda, *Famine*, Ch. 4

Joe Mokyr and Cormac Ó Gráda, "What do people die of during famines: the Great Irish Famine in comparative perspective," *European Review of Economic History* 6 (December 2002): 339-63.

Cormac Ó Gráda and Kevin H. O'Rourke, "Migration as disaster relief: Lessons from the Great Irish Famine," *European Review of Economic History* 1 (April 1997): 3-25.

Week #3: Famine in China

Written paper proposal due. Send it to me via email by Monday, February 1 at 12:00 PM. I will compile the proposals and share with the class via email prior to our class meeting on Tuesday, February 2. Be prepared to make an oral presentation of your project which you will address: 1) What you are going to do; 2) why you are going to do it; and, 3) How you are going to do it, that is, what primary and secondary sources will you rely on. This is a preliminary proposal. I expect the final paper to change so you should too. Remain flexible and go wherever the evidence takes you.

February 2: Famine in China

Reading: Felix Wemheuer, "Dealing with Responsibility for the Great Leap Famine in the People's Republic of China," *China Quarterly* 201 (March 2010): 176-94.

Cormac Ó Gráda, "The ripple that drowns? Twentieth-century Famines in China and India as Economic History," *Economic History Review* 61, S1 (2008): **5-20**.

February 4: Famine in China [Distance]

Reading: Ó Gráda, *Famine*, Ch. 5

Kathryn Jean Edgerton-Tarpley, "From 'Nourishing the People' to 'Sacrifice for the Nation': Changing Responses to Disaster in Late Imperial and Modern China," *Journal of Asian Studies* 73 (May 2014): 447-69.

Week #4: Famine in India**February 9: Famine in India**

Reading: O Gráda, *Famine*, Ch. 6

Paul R. Greenough, "Indian Famines and Peasant Victims: The Case of the Bengal in 1943-44," *Modern Asian Studies* 14, no. 2 (1980): 205-35.

Lance Brennan, "Government Famine Relief in Bengal, 1943," *Journal of Asian Studies* 47 (August 1988): 542-67.

February 11: Famine in India [Distance]

Reading:

Cormac Ó Gráda, "The ripple that drowns? Twentieth-century famines in China and India as economic history," *Economic History Review* 61, S1 (2008): **20-33**.

Bilramjit De, "Imperial Governance and the Challenges of War: Management of Food Supplies in Bengal, 1943-44," *Studies in History* 22, no. 1, new series (2006).

This is an online publication that does not have page numbers.

Week #5: Famine in the Soviet Union**February 16: Famine in the Soviet Union**

Reading: O Gráda, *Famine*, Ch. 7

Dana G. Dalrymple, "The Soviet Famine of 1932-1934," *Soviet Studies* 15 (January 1964): 250-84.

Andrea Graziosi, "The Soviet 1931-1933 Famines and Ukrainian Holodomor: Is a New Interpretation Possible, and What Would Its Consequences Be?" *Harvard Ukrainian Studies* 27, no. 1-4 (2004-2005): 97-115.

February 18: Famine in the Soviet Union [Distance]

Reading:

Michael Ellman, "Stalin and the Soviet Famine of 1932-33 Revisited," *Europe-Asia Studies* 59 (June 2007): 663-93.

Hiroaki Kuiromiya, "The Soviet Famine of 1932-1933 Reconsidered," *Europe-Asia Studies* 60 (June 2008): 663-75.

Week # 6: Africa

February 23: Famine in Ethiopia

Reading: O Gráda, *Famine*, Ch. 8

Edward Kissi, "Beneath International Famine Relief in Ethiopia, and the Debate over Relief Aid, Development Assistance, and Human Rights," *African Studies Review* 48 (September 2005): 11-32.

Alexander Poster, "The Gentle War: Famine Relief, Politics, and Privatization in Ethiopia, 1983-1986," *Diplomatic History* 36 (April 2012): 399-25.

February 25: Famine in the Sahel [Distance]

John Grolle, "Historical case studies of famine and migrations in the West African Sahel and their possible relevance now and in the future," *Population and Environment* 37, no. 2 (2015): 181-206.

Haig, E. F. G., "Famine in the Sahel," *The Nigerian Field* 40, no. 1 (2019): 23-40).

Week #7: Famine in Vietnam and North Korea

March 2: Famine in Vietnam

Progress Reports

Reading: O Gráda, Ch. 9

Gregg Huff, "Causes and Consequences of the Great Vietnam Famine," *Economic History Review* 72, no. 1 (2019): 286-16.

Bùi Minh Dũng, "Japan's Role in the Vietnamese Starvation of 1944-45," *Modern Asian Studies* 29 (July 1995): 573-618.

March 4: Famine in North Korea [Distance]

Reading:

Marcus Noland, Sherman Robinson, and Tao Wang, "Famine in North Korea: Causes and Cures," *Economic Development and Cultural Change* 49, no. 4 (2012): 741-67.

Stephan Haggard and Marcus Noland, "Famine in North Korea Redux," *Journal of Asian Economics* 20 (2009): 384-85.

Week #8: Research Week

Reading: O Gráda, *Famine*, Ch. 9

March 9: Class Research Discussion

March 11: Research Day

Week #9: Research Week

March 16: Research Day

March 18: Reading Day (University)

Week #10: Research Week

March 23: Research Day

March 25: Research Day

Week #11: Class Research Discussion

March 30: Class Research Discussion

April 1: Class Research Discussion

Week #12: Progress Reports

April 6: **Progress Reports**
First day to reserve a date for your paper presentation.

April 8: Progress Reports

Week #13: Research Week

April 13: Reading Day (University)

April 15: Research Day

Week #14: Research Week

April 20: Reading Day (University)

April 22: Research Day

Week #15: Paper Presentations

April 27: Paper Presentations

April 29: Paper Presentations

Papers Due via email attachment to me by 11:59 PM, Friday April 30.

Finals Week: May 4-8; NO EXAM

Plagiarism: Plagiarism means using the words and work of someone else as your own, that is, copying. This applies not only to books, articles and documents, but also to the papers written by classmates. It also means using the words of others, even paraphrased, or their ideas without attribution. The penalty for plagiarism is failure of the course. You can easily avoid plagiarism by putting things in your own words or quoting the material.

Academic Integrity:

Plagiarism means using the words and work of someone else as your own, that is, copying. This applies not only to books, articles and documents, but also to the papers written by classmates. It also means using the words of others, even paraphrased, without attribution. The penalty for plagiarism is failure of the assignment. Plagiarism can be easily avoided by putting things in your own words or quoting the material. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Nondiscrimination Statement:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her

own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. See Purdue's nondiscrimination policy statement

Online Etiquette:

Etiquette is expected in your communications through class discussion boards and peer postings.

Stick to the topic of discussion and its purpose

- Where applicable, use the subject line to announce your topic.
- Get to the point. In other words, write with specificity and details.
- Do not post advertisements (called spamming) or chain letters to the class discussion.

Use courtesy and common sense in all electronic communications

- Remember, our focus is *analysis* not *opinion*.
- Consider what you write, as it is a permanent record and can be retrieved easily.
- DO NOT CAPITALIZE ALL Letters. This is hard to read and it suggests shouting.
- Avoid sarcasm, as it is easily misunderstood.
- Avoid using vernacular and/or slang language. This could possible lead to misinterpretation.
- Avoid correcting others' grammar, punctuation and spelling unless it is necessary to clarify discussion. "Correcting" students is my job.
- Avoid flaming. A flame is an abusive, harassing or bigoted message that attacks an author of a message.
- Do not use offensive language.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think and edit before you push the "Send" button.

Check posting guidelines

- Know the difference between an initial post (your response to a thread question) and peer replies (your comments on others' initial posts).
- Make sure your post is substantive; simply replying "I agree" will not be considered a strong contribution to the discussion.
- Check discussions frequently and respond on subject.
- Cite all quotes, references and sources. Review instructions for each online assignment about citing. KSU has an anti-plagiarism policy, and we follow it here. Cite your sources and do your own work.

Students with Disabilities:

Purdue strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at drc@purdue.edu or by phone: 765-494-1247.

Mental Health Statement:

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack.**
Sign in and find information and tools at your fingertips, available at any time.
- **If you need support and information about options and resources,** please see the Office of the Dean of Students for drop-in hours (M-F 8 am-5 pm).
- **If you are struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individual should contact Counseling and Physiological Services (CAPS) at 765-494-6695 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Health Center (PUSH) during business hours.

Student Behavior Policy:

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote education and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University facility or while participating in any university activity.

Academic Guidance in the Event a Student is Quarantined/Isolated

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Attendance Policy during COVID-19

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the

virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Classroom Guidance Regarding Protect Purdue

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may

leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Emergencies:

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes because of a revised semester calendar or other circumstances. In the case of an emergency, you can get information about this course through Brightspace, your Purdue email, and by sending me an email at doughurt@purdue.edu, or by calling me at: 494-6757.