



**History 395
Junior Research Seminar
Childhood and Youth
11638**

**Fall 2024, 1:30-2:45
Beering 1268**

Professor Tillman ; mtillma@purdue.edu; BRNG 6154

Consultation: Tuesdays, 3:30-4; Wednesdays via WebEx through appointment

Course Description and Major Themes:

History 395 is the platypus of the Purdue History curriculum: Its various parts raise questions about evolution, or where we want you to *go* in your senior/honors thesis. In 395 you will develop the research, analytical, and methodological skills that you will later further hone. Hopefully, you have already been working on these skills in your other courses, but 395 allows you to do so in a more concentrated environment with fellow majors.

The short- and long-term goals of this course are to help you:

1. Develop a habit of writing regularly in a journal, so that you can learn how to externalize your thoughts and to keep a record of your research
2. Create a scaffolding for note-taking, in Zotero, Endnote, or another program most suited to your needs, as well as to learn how you best take notes
3. Analyze the argument and methodology of scholarly arguments and articles
4. Select salient sources across genres: archival, documentary film, oral history
5. Generate questions that draw attention to what most interests you
6. Discern your interests and what motivates them
7. Understand how different kinds of sources may lend themselves to different kinds of interpretation

By the end of the course, you will have:

1. A journal chronicling your keyword searches and research activity; your reactions to scholarly articles; your interest level in different topics
2. Scaffolding for taking further notes on primary and secondary sources
3. A model of an annotated bibliography
4. Three sets of documents that you've selected, analyzed, and critiqued for public presentation
5. An outline for writing a personal statement for a competitive grant or graduate school
6. A grant proposal about a topic of your choice

The topic of this 395 happens to be childhood and youth, which raises interesting and important methodological questions about agency. We will be looking at three case studies, which will allow students to access different kinds of sources; we'll be focusing on archival sources in the Purdue Archives; film or documentary evidence from the C-Spann Archives; translated oral interviews by Brian Hoie. In addition to archival, film, and oral sources, we will also along the way think about new digital databases and distant reading.

See BrightSpace for further information about university policies.

COURSE MATERIALS:

Mullaney and Rea, *Where Research Begins*. Rampolo, *A Pocket Guide to Writing in History*. Additional readings linked below.

ASSIGNMENTS

- Initial Goal Setting Questionnaire: 2%
- Journals: 25%
- Diary and in-class writing: 11%
- Participation: 5%
- Student presentations of a document and document analysis worksheet (3X): 30%
- Grant Proposal: 20%
- Presentation of grant proposal: 5%
- Final Reflection : 2%

Class Schedule

Week 1 (starting 8/20)

Tu Introduction to the class and course concepts.

In-class writing: What topics and questions interest you? WRB: Change a variable.

Journal: Begin “keyword” entries and diary; keep this diary throughout the semester.

Thu Lecture/discussion: Forgotten voices in history

Read

Tillman and Hsiung <https://www.bloomsburyhistorytheorymethod.com/article?docid=b-9781350915831&tocid=b-9781350915831-169&st=childhood>

Stearns, P. 2008. “Challenges in the History of Childhood.” *The Journal of the History of Childhood and Youth* 1 (1): 35–42. <https://doi.org/10.1353/hcy.2008.0000>

Rampolla, 1-18

Journal: What are some central problems that motivate the study of childhood and youth? What are some difficulties in the methods of studying this topic and/or those questions?

What most interests you about these readings?

Week 2 (starting 8/27)

Tu Discussion: What are the challenges of using age as a category of historical analysis?

Leow, Rachel. “Age as a Category of Gender Analysis: Servant Girls, Modern Girls, and Gender in Southeast Asia,” *The Journal of Asian Studies* 71, no. 4 (2012): 975–90. <https://doi.org/10.1017/S0021911812001258>.

Gleason, M. 2016. “Avoiding the Agency Trap.” *History of Education* (Tavistock) 45 (4): 446–59.

Rampolla, 19-26; 111-118

In-class writing: Change a variable for Leow.

Thu Discussion: When is age sufficient for a category of political analysis?

Fabio Lanza, Lanza, Fabio. “Springtime and Morning Suns: ‘Youth’ as a Political Category in

Twentieth-Century China,” *The Journal of the History of Childhood and Youth* 5, no. 1 (2012): 31–51.
<https://doi.org/10.1353/hcy.2012.0014>.

Moruzi, K., N. Musgrove, and C. Pascoe Leahy. eds., intro. 2019. *Children’s Voices from the Past New Historical and Interdisciplinary Perspectives*. New York: Palgrave Macmillan.

In-class writing: From artefacts to questions.

Journal: What qualifies age as a category of political and historical analysis?

Week 3 (starting 9/3)

Tu Lecture: Student protests in the Global 1960s

In-class writing: Writing a problem-driven annotated bibliography

Thu **Peer workshop:** [WRB “Go Small or Go Home](#)

Select the question that most interests you and attempt to find an answer to that question.

Week Four (starting 9/10)

Tu Archive Day. Guest speaker: Adriana Harmeyer

Thu Archive Day

- William Buffington Collection of Student Protest Papers
- Newspaper clippings of student protests
- Underground or alternative newspapers

Week Five (starting 9/17)

Tu Student presentations on archival sources

Thu Student presentations on archival sources

Journal, [WRB, “Before and After”](#)

Week 6 (starting 9/24)

Tu Discussion of archival note-taking.

Journal: Self-reflection

In-class writing: surprise assignment.

Thu **In-class writing:** WRB, Cereal Box Challenge

Homework: Find a primary source to bring to class.

Week 7 (starting 10/1)

Tu Discussion: China’s Family Planning and the transition to the 1980s

Read: “Accepting Population Control.”

Thu Peer workshop: Run a Diagnostic on your questions; make your assumptions visible

Week 8 (starting 10/8)

Tu No class; Indigenous People Day

Thu No class: [Watch documentary, "Gate of Heavenly Peace"](#)

Week 9 (starting 10/15)

Tu Lecture: Overview of 1989

Thu Using the C-Span Archives for 1989 sources **[Meet in computer lab]**

Journal: Take stock of your research resources (WRB).

Week 10 (starting 10/22):

Tu: Student Presentations on 1989 (using photographs and film as sources)

Thu Student Presentations on 1989 (using photographs and film as sources)

Week 11 (starting 10/29)

Tu Lecture: China, Hong Kong, Taiwan

Thu Class discussion : The Sunshine Movement

Seth Pate, "Taiwanese Youth Nationalism and Its Implications for US Foreign Policy"

[Brian Hioe, "The Sunflower Movement 4 Years Later"](#)

Journal: What questions and problems motivate Pate? What sources does he use, and how does he use them?

Week 12 (starting 11/5):

Tu [Student presentations on the Sunflower](#)

Thu Student presentations on the Sunflower Movement (connecting oral interviews to history)

Week 13 (starting 11/12):

Tu Guest speaker: Spencer Stuart / Xuening Kong **[Meet in computer lab]**

Using distant reading and virtual techniques

Homework: Find an example of a historical/visual map and explain its uses and what it omits.

Thu [Peer workshop: "Help Someone Else"](#)

Week 14 (starting 11/19)

Tu Work on “Research Proposal Template”; meetings with professor

Thu Work on “Research Proposal Template”; meetings with professor

Fri: **Research Proposal due.**

Week 15 (starting 11/26) : Thanksgiving; no class

Week 16 (starting 12/3)

Tu Presentation of grant proposals

Thu Presentation of grant proposals

Fri **Self-assessment due**