

FLORIDA INTERNATIONAL UNIVERSITY
Department of History
Spring 2003
HIS 5289: READINGS IN COMPARATIVE HISTORY
Families, States and Societies Across the Atlantic: Europe & Latin America
The Nota Bene / Palm Project
Course web site: www.fiu.edu/~szuchman/palmnotabene03

Drs. Mark Szuchman and Rebecca Friedman
Tuesdays 5:00-7:40, DM 370 (we start at 4:30 pm beginning with the second meeting)

OFFICE HOURS

Actual: Dr. Szuchman, Tuesdays, 2:30-4:00 pm, DM 445
Dr. Friedman, Tuesdays, 3:00-4:00 pm, DM 385-A

Virtual: for tech matters exclusively via the AltME Palm NB03 world:
Wednesdays, 8:00-9:00 pm
Saturdays, 9:00-10:00 am

NOTE ON ELECTRONIC COMMUNICATIONS: All electronic communications require the use of your FIU e-mail accounts. Furthermore, only FIU e-mail addresses will be used in communications between faculty and students. You will need to use your FIU e-mail account for participation in the course's discussion groups, group mail, and individual e-mail communication.

I. COURSE PURPOSES AND STRUCTURE

Introduction. This is a special reading seminar offering students training both in content and in the computer skills needed to make the most of the content. Beyond this, skills learned in this seminar will be of significant use for all subsequent courses, including reading, research and writing activities. Students will thus acquire two sets of knowledge and skills that are fundamentally inter-related and which are essential for academic success. For example, Masters program students will find the skills useful in the preparation of their theses and research reports, while doctoral students will be able to strengthen significantly their preparation for comprehensive examinations. And regardless of your progress along the graduate path, studying and writing for any course in the social sciences and humanities will be considerably less onerous. Students will receive hardware and software to conduct required components of the course. Attendance at software training sessions is required. Additional software help is provided on the course's web site at: www.fiu.edu/~szuchman/palmnotabene03. Much of the course grade will depend on how effectively the technology components are implemented.

Content subject matter. The seminar's content deals with a comparative approach to the family, focusing on the European and Ibero-American experiences. The analytical approaches to the study of the family will be seen through several frameworks, including social, political and economic angles. The reading will cover the sixteenth to the twentieth centuries, Case studies will be drawn from different European and Latin American regions. Reading materials will be placed on reserve or will be on-line, depending on availability. All students are required to bring their notes on the assigned reading to the seminar meetings. A 20-page paper, based on a review of the literature on a comparative topic in family history is also required.

Hardware and software availability. Each student will receive for individual use the following digital tools: a Palm Pilot, a Palm keyboard, and a CD containing *Nota Bene*. Students are responsible for purchasing and downloading *WordSmith* from the Web (www.bluenomad.com) for word-processing use with the Palm. Students will go to the Office of Media Services in Green Library 177 and sign out for a Palm Pilot and keyboard. At the end of the semester, you will return the hardware **IN PERFECT WORKING ORDER**. Failure to return the hardware or returning it in other than proper working order will result in a hold on further registration, you will be prevented from using University resources, such as the libraries, and your name will be turned over to the University's Accounts Receivable.

As for the software, students successfully completing the course with a grade of "B" or better (no "Incompletes") will receive their own *Nota Bene* CDs, with the licenses transferred to their names. The University is thus investing significantly in digital equipment and software as part of this project.

Training. Because computer skills are essential to student success in this seminar, training will be provided. There will be four software training sessions during the first four Saturday mornings of the semester from 9:30 to 11:30. *Because training is central to the course, attendance at these training sessions is mandatory. There is a "zero-tolerance" policy on matters of Saturday attendance with the passing grade at risk.* Software support will be available throughout the semester.

Grading. Each student will be expected to frame the class discussion of the readings at least once during the term. Students will be evaluated for the quality of their presentations, their notes and their overall participation during class meetings, all of which will represent 50 percent of the grade. The final paper will comprise the remaining 50 percent of the grade. In sum, grades will be determined by 1) attendance, 2) class performance during discussion, and 3) the quality of the paper. Each student is responsible for submitting a 20-page paper that will cover the "state of the literature" on a topic that will have received prior approval and which will touch on an appropriate aspect of the historical family. PLEASE REVIEW THE "STATEMENT ON PLAGIARISM OF THE AMERICAN HISTORICAL ASSOCIATION" THAT APPEARS AT THE END OF THIS SYLLABUS. IT SHOULD SERVE YOU AS A GUIDE IN RESEARCHING AND WRITING THE PAPER.

Modus operandi. The weekly seminar meetings will involve the following routine:

- Students are required to bring their digital notes on their weekly reading assignments taken in their Palm Pilots, with the aid of the Palm keyboards. *There are no exceptions to this requirement, as the skills and practices in taking notes represent an essential component of the course.*
- Students are required to bring their Palm Pilots, with their notes, and their keyboards to every class meeting.
- Students will share their notes with seminar members (simply by beaming them).
- Students will make oral presentations on their readings, and the process of discussions will, in turn, serve to add and refine notes on the Palm Pilots in real-time, that is, as the discussions take place.
- Students will subsequently transfer their Palm-based notes to *Nota Bene* and incorporate the notes into their individual *Orbis* textbases.
- Students will enter all bibliographic materials they come across in the course and in their reading assignments into *Ibidem* and build their electronic libraries.

Locations of materials. Readings for the course are available in different locations, both virtual and physical.

- Books, including anthologies containing specific chapters listed by authors on the reading list, are available on two-hour reserve through the Reserve Desk at the Green Library.
- Journal articles are available in various ways:
 - > in the Green Library on ELECTRONIC RESERVE;
 - > in the Green Library, physically on LIBRARY RESERVE; or
 - > on-line either through the FIU libraries' web site or on the course's web site at: www.fiu.edu/~szuchman/palmnotabene03.

Articles or chapters will be found through the FIU libraries' full-text retrieval mechanisms. Among these are JSTOR, PROJECT MUSE, and OCLC FIRST SEARCH. To retrieve the electronic versions of articles via the FIU library from a remote site, point your browser to the FIU Libraries, and then click on the link to "Connect from Off Campus." Follow instructions to use the proxy server. Then follow the library navigation to get to the electronic journals, as appropriate. Finally, some articles and chapters are found on this course's web site (www.fiu.edu/~szuchman/palmnotabene03). Each title on the readings listed on the class schedule will indicate its location.

Electronic access of the reading materials -- whether you get articles and chapters through the libraries' electronic reserves, full-text retrieval sites, or through the course's web site -- is often provided in PDF format and is readable with Adobe Acrobat Reader, which is freely downloadable (if you don't already have it in your computer) via the World Wide Web. To download Adobe Acrobat Reader, go to the course web site for the link.

II. REQUIRED PROCEDURES FOR NOTE-TAKING ON READINGS USING **WORDSMITH** ON THE PALM PILOT
(you will **not** want to miss following these rules)

Your notes on the assigned readings represent an essential component of this course's instruction and learning process. Infrastructural issues beyond your own individual note-taking are, similarly, fundamental in the oversight and evaluation of your note-taking activities, and they require that you take simple but specific steps in initiating your activities. By following the steps below, you will achieve the following objectives:

- you will be credited with your note-taking for each title
- your file for each title will be correctly identified
- there will be a record of each week's note-taking

The steps in **Wordsmith** are easy but you must follow them for each item in your reading assignment:

1. tap on New
2. in New Name: type -- **without any spaces** -- your last name and first initial, then the author's last name, followed by first significant word of the title. E.g., szuchmanruggierowives
3. in the body of the document, the first line must start with your last name, followed by your first name, then the word "week" and the number of the week listed in the syllabus for the item. **The number of the week must be indicated by spelling it out, do not use numerical indicators.** In subsequent lines, you will type the bibliographic item and your notes. For example,
Szuchman, Mark week four
Ruggiero, Kristin. "Wives on 'Deposit': Internment and the Preservation of Husbands' Honor in Late Nineteenth-Century Buenos Aires." *Journal of Family History* 17, no. 3 (1992):253-70.
4. save the document.

That's all there is to it. We will then be able to track your progress.

CLASS SCHEDULE

In addition to the seminar meetings, four mandatory software training sessions are scheduled in PC 421 from 9:30 to 11:30 on January 18, 25, February 1, and 8.

1) **January 14: Introduction: background, comparative approaches**

1a) January 18: software training, PC 421

2) **January 21: Gendering Family History: Theory & Practice**

Scott, Joan, "Gender: A Useful Category of Analysis," *Gender and the Politics of History*. New York: Columbia University Press, 1999. ELECTRONIC RESERVE

Goody, Jack. *The European Family: An Historico-Anthropological Essay*. London: Blackwell Publishers, 2000. ON RESERVE

Socolow, Susan M. *The Women of Colonial Latin America*. Cambridge, Eng: Cambridge University Press, 2000. LIBRARY RESERVE

2a) January 25: software training, PC 421

3) **January 28: Unions And Their By-Products, Part I: Marriage and domesticity**

Tosh, John. *A Man's Place: Masculinity and the Middle-Class Home in Victorian England*. New Haven: Yale University Press, 1999. LIBRARY RESERVE

Catriona Kelly, "Educating Tat'yana: Manners, Motherhood and Moral Education (Vospitanie), 1760-1840" in *Gender in Russian History and Culture* edited by Linda Edmondson (Palgrave, 2001), 1-28. ELECTRONIC RESERVE

Boyer, Richard. "Women, La Mala Vida, and the Politics of Marriage." In *Sexuality and Marriage in Colonial Latin America*, edited by Asunción Lavrin, 252-86. Lincoln: University of Nebraska Press, 1989. COURSE WEB SITE

Potthast-Jutkeit, Barbara. "The Ass of a Mare and Other Scandals: Marriage and Extramarital Relations in Nineteenth-Century Paraguay." *Journal of Family History* 16, no. 3 (1991): 215-39. COURSE WEB SITE

Pescador, Juan Javier. "Del dicho al hecho: uxoricidios en el México Central, 1769-1820." In *Familia y Vida Privada en la Historia de Iberoamérica*, edited by Pilar Gonzalbo Aizpuru and Cecilia Rabell Romero, 373-86. Mexico, D.F.: El Colegio de México/UNAM, 1996. LIBRARY RESERVE

Ruggiero, Kristin. "Wives on 'Deposit': Internment and the Preservation of Husbands' Honor in Late Nineteenth-Century Buenos Aires." *Journal of Family History* 17, no. 3 (1992):253-70. COURSE WEB SITE

3a) February 1: software training, PC 421

4) February 4: Unions And Their By-Products, Part II: Parents, children, generational conflicts

Engel, Barbara Alpern. *Mothers and Daughters: Women of the Intelligentsia in Nineteenth-Century Russia*. Cambridge: Cambridge University Press, 1983. LIBRARY RESERVE

Tovrov, Jessica. "Mother-Child Relationships among the Russian Nobility." in David Ransel, ed. *The Family in Imperial Russia: New Lines of Historical Relationships*. Urbana: Indiana University Press, 1978, 15-43. ELECTRONIC RESERVE

Szuchman, Mark D. "A Challenge to the Patriarchs: Love Among the Youth in Nineteenth-Century Argentina." In *The Middle Period in Latin America: Values and Attitudes in the 17th-19th Centuries*, edited by Mark D. Szuchman, 141-65. Boulder: Lynn Rienner Publishers, 1989. LIBRARY RESERVE

Metcalf, Alida C. *Family and Frontier in Colonial Brazil: Santana de Parnaíba*. Berkeley: University of California Press, 1992. LIBRARY RESERVE

Malvido, Elsa. "El abandono de los hijos: una forma de control de tamaño de la familia y del trabajo indígena, Tula, 1683-1830." *Historia Mexicana* 34, no. 4 (1980):521-61. COURSE WEB SITE

Chasteen, John Charles. "Trouble Between Men and Women: Machismo on Nineteenth-Century Estancias." In *The Middle Period in Latin America: Values and Attitudes in the 17th-19th Centuries*, edited by Mark D. Szuchman, 123-40. Boulder: Lynn Rienner Publishers, 1989. LIBRARY RESERVE

4a) February 8: software training, PC 421

5) February 11: The Legal Side: property transmission, dowry, inheritance, dissolution

Michelle Marresse, "The Enigma of Married Women's Control of Property in Eighteenth-Century Russia" *Russian Review* 53/3 (1999): 380-395. OCLC FIRST SEARCH

Beatrice Farnsworth, "The Litigious Daughter-in-Law: Family Relations in Rural Russia in the Second Half of the Nineteenth Century" in *Slavic Review* 45/1 (1986). JSTOR

Freeze, Gregory, "Bringing Order to the Russian Family: Marriage and Divorce in Imperial Russia, 1760-1860" *Journal of Modern History* 62/4 (1990), 709-746. JSTOR

Gonzalbo Aizpuru, Pilar. "Las cargas del matrimonio. Dotes y vida familiar en la Nueva España." In *Familia y vida privada en la historia de Iberoamérica*, edited by Pilar Gonzalbo Aizpuru and Cecilia Rabell Romero, 207-26. Mexico, D.F.: El Colegio de México/UNAM, 1996. LIBRARY RESERVE

Moreno, José Luis. "Población y sociedad en el Buenos Aires rural a fines del siglos XVIII." In *Población, sociedad, familia y migraciones en el espacio rioplatense. Siglos XVIII y XIX*, edited by Juan Carlos Garavaglia and José Luis Moreno, 22-48. Buenos Aires: Cantaro, 1993. COURSE WEB SITE

Hunefeldt, Christine. "Las dotes en manos limeñas." In *Familia y vida privada en la historia de Iberoamérica*, edited by Pilar Gonzalbo Aizpuru and Cecilia Rabell Romero, 255-88. Mexico, D.F.: El Colegio de México/UNAM, 1996. LIBRARY RESERVE

Socolow, Susan M. "Marriage, Birth, and Inheritance: The Merchants of Eighteenth-Century Buenos Aires." *Hispanic American Historical Review* 60, no. 3 (August 1980): 387-406. JSTOR

Lamar, Marti. "'Choosing' Partible Inheritance: Chilean Merchant Families, 1795-1825." *Journal of Social History* 28, no.1 (Fall 1994): 125-45. COURSE WEB SITE

6) February 18: Spatial and economic dimensions

Barbara Engel, *Between the Fields and the City: Women, Work and Family in Russia, 1861-1914*. New York: Cambridge University Press, 1994. LIBRARY RESERVE

Smith, S.A. "Masculinity in Transition: Peasant Migrants to Late-Imperial St. Petersburg". In *Russian Masculinities in History and Culture* edited by Barbara Clements, Rebecca Friedman, Dan Healey. London and New York: Palgrave and St. Martin's, 2002. ELECTRONIC RESERVE

Tutino, John M. "Family Economies in Agrarian Mexico, 1750-1910." *Journal of Family History* 10 (Fall 1985): 258-71. COURSE WEB SITE

Baily, Samuel L. *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914*. Cornell University Press, 1999. LIBRARY RESERVE

Canedo, Mariana. "Propiedades, propietarios y ocupantes: La tierra y la familia en la campaña de Buenos Aires, 'El Pago de los Arroyos'." Boletín del Instituto de Historia Argentina y Americana "Dr. E. Ravignani" 3rd ser, no. 7 (1993): 7-29. COURSE WEB SITE

7) February 25: Urban landscapes and domestic terrain

Walkowitz, Judith. *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* Chicago: University of Chicago, 1992. LIBRARY RESERVE

Lauderdale Graham, Sandra. *House and Street: The Domestic World of Servants and Masters in Nineteenth-Century Rio de Janeiro*. Cambridge: Cambridge University Press, 1988. LIBRARY RESERVE

8) March 4: Sexuality & its trade

Walkowitz, Judith. *Prostitution and Victorian Society: Women, Class, and the State*. New York: Cambridge University Press, 1980. LIBRARY RESERVE

Dan Healey, "Masculine Purity and Gentlemen's Mischief: Sexual Exchange, Barter and Prostitution between Russian Men" *Slavic Review* 60/2 (2001) 233-265. OCLC FIRST SEARCH

Guy, Donna J. *Sex and Danger in Buenos Aires: Prostitution, Family and Nation in Argentina*. Lincoln: University of Nebraska Press, 1991. LIBRARY RESERVE

Bliss, Katherine. "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico." *Hispanic American Historical Review* 79, no. 1 (February 1999): 1-40. JSTOR

9) March 11: The revolutionary state

Lisa Kirshenbaum, *Small Comrades: Revolutionizing Childhood in Soviet Russia, 1917-1932*. New York and London: Routledge, 2001. LIBRARY RESERVE

Clements, Barbara Evans, "The Birth of a New Soviet Woman" in *Bolshevik Culture: experiment and order in the Russian Revolution*. Edited by Abbott Gleason, Peter Kenez, and Richard Stites. Bloomington: University of Indiana, 1985: 220-237. ELECTRONIC RESERVE

Lavrín, Asunción. "Women, Labor and the Left: Argentina and Chile, 1890-1925." *Journal of Women's History* 1, no. 2 (Fall 1989): 88-116. COURSE WEB SITE

Szuchman, Mark D. *Order, Family, and Community in Buenos Aires, 1810-1860*. Stanford: Stanford University Press, 1988. LIBRARY RESERVE

10) March 18: Spring Break

11) March 25: Parenting, gender and nation

Bliss, Katherine. "Paternity Tests: Fatherhood on Trial in Mexico's Revolution of the Family." *Journal of Family History* 24, no. 3 (July 1999): 330-50. OCLC FIRST SEARCH

Gálvez, Manuel [Victor Quesada]. *Historia de Arrabal*. 1922. Buenos Aires: Centro Editor de América Latina, 1980. LIBRARY RESERVE

Ganson, Barbara J. "Following Their Children Into Battle: Women at War in Paraguay, 1864-1870." *The Americas* 46 (January 1990):335-72. COURSE WEB SITE

Masiello, Francine. *Between Civilization and Barbarism: Women, Nation, and Literary Culture in Modern Argentina*. Lincoln: University of Nebraska Press, 1992. Introduction, Ch. 1. COURSE WEB SITE

Hausen, Karin. "Mother's Day in the Weimar Republic" in *Powers of Desire: the Politics of Sexuality*. Edited by Ann Snitow, Christine Stansell, and Sharon Thompson. New York: Monthly Review Press, 1983. ELECTRONIC RESERVE

Koonz, Claudia, "Mothers in the Fatherland" in *The Nazi Revolution* edited by Alan Mitchell (Houghton Mifflin, 1997), 182-189. ELECTRONIC RESERVE

Neary, Rebecca. "Mothering Socialist Society: The Wife-Activist Movement and the Soviet Culture of Daily Life, 1934-1941" *Russian Review* 58 (1999): 396-412. OCLC FIRST SEARCH

Davin, Anna. "Imperialism and Motherhood" in *Tensions of Empire: Colonial Cultures in a Bourgeois World*. Edited by Frederick Cooper and Ann Laura Stoler. Berkeley and Los Angeles: University of California Press, 1997, 87-151. ELECTRONIC RESERVE

12) April 2: Student Presentations

13) April 9: Student Presentations

14) April 16: Student Presentations (Last Day of Class)

Statement on Plagiarism of the American Historical Association

Taken from the *2002 Statement on Standards of Professional Conduct* published February 2002 by the American Historical Association.

Photocopying of this publication is encouraged.

Read the on-line version of the [Statement on Standards of Professional Conduct](#).

1. Identifying Plagiarism

The word *plagiarism* derives from Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. The expropriation of another author's text, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship. It undermines the credibility of historical inquiry.

In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner. Detection can therefore result not only in academic sanctions (such as dismissal from a graduate program, termination of a faculty contract, or denial of promotion or tenure) but in legal action as well. As a practical matter, plagiarism between scholars rarely goes to court, in part because legal concepts, such as infringement of copyright, are narrower than ethical standards that guide professional conduct. The real penalty for plagiarism is the abhorrence of the community of scholars.

Plagiarism includes more subtle and perhaps more pernicious abuses than simply expropriating the exact wording of another author without attribution. Plagiarism also includes the limited borrowing, without attribution, of another person's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, or interpretations, or an extended borrowing even with attribution. Of course, historical knowledge is cumulative, and thus in some contexts--such as textbooks, encyclopedia articles, or broad syntheses--the form of attribution, and the permissible extent of dependence on prior scholarship, citation and other forms of attribution will differ from what is expected in more limited monographs. As knowledge is disseminated to a wide public, it loses some of its personal reference. What belongs to whom becomes less distinct. But even in textbooks a historian should acknowledge the sources of recent or distinctive findings and interpretations, those not yet a part of the common understanding of the profession, and should never simply borrow and rephrase the findings of other scholars.

Plagiarism, then, takes many forms. The clearest abuse is the use of another's language without quotation marks and citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised in newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without attribution. All such tactics reflect an unworthy disregard for the contributions of others.

2. Resisting Plagiarism

All who participate in the community of inquiry, as amateurs or as professionals, as students or as established historians, have an obligation to oppose deception. This obligation bears with special weight on the directors of graduate seminars. They are critical in shaping a young historian's perception of the ethics of scholarship. It is therefore incumbent on graduate teachers to seek opportunities for making the seminar also a workshop in scholarly integrity. After leaving graduate school, every historian will have to depend primarily on vigilant self-criticism. Throughout our lives none of us can cease to question the claims our work makes and the sort of credit it grants to others.

But just as important as the self-criticism that guards us from self-deception is the formation of work habits that protect a scholar from plagiarism. The plagiarist's standard defense--that he or she was misled by hastily taken and imperfect notes--is plausible only in the context of a wider tolerance of shoddy work. A basic rule of good notetaking requires every researcher to distinguish scrupulously between exact quotation and paraphrase. A basic rule of good writing warns us against following our own paraphrased notes slavishly. When a historian simply links one paraphrase to the next, even if the sources are cited, a kind of structural misuse takes place; the writer is implicitly claiming a shaping intelligence that actually belonged to the sources. Faced with charges of failing to acknowledge dependence on certain sources, a historian usually pleads that the lapse was inadvertent. This excuse will be easily disposed of if scholars take seriously the injunction to check their manuscripts against the underlying texts prior to publication.

The second line of defense against plagiarism is organized and punitive. Every institution that includes or represents a body of scholars has an obligation to establish procedures designed to clarify and uphold their ethical standards.

Every institution that employs historians bears an especially critical responsibility to maintain the integrity and reputation of its staff. This applies to government agencies, corporations, publishing firms, and public service organizations such as museums and libraries, as surely as it does to educational facilities. Usually, it is the employing institution that is expected to investigate charges of plagiarism promptly and impartially and to invoke appropriate sanctions when the charges are sustained. Penalties for scholarly misconduct should vary according to the seriousness of the offense, and the protections of due process should always apply. A persistent pattern of deception may justify public disclosure or even termination of an academic career; some scattered misappropriations may warrant only a formal reprimand.

All historians share responsibility for maintenance of the highest standards of intellectual integrity. When appraising manuscripts for publication, reviewing books, or evaluating peers for placement, promotion, and tenure, scholars must evaluate the honesty and reliability with which the historian uses primary and secondary source materials. Scholarship flourishes in an atmosphere of openness and candor, which should include the scrutiny and discussion of academic deception.