History 488RW
Transpacific Lives

This seminar will explore the history of US-Pacific relations through biographies, autobiographies, and historical monographs whose narratives are driven by an identifiable cast of central figures. The focus on “lives” is not primarily meant to unearth the details of personal lives. Rather, it is meant to inquire how tracing the lives of mobile historical actors challenges conventional periodization and geographical boundaries, and how it raises new questions in historical inquiry. Students will be introduced to various groups of mobile subjects—missionaries, students, political activists, immigrants, novelists, adoptees, politicians, and health care professionals—whose transpacific journeys reveal historical connections that have been obscured by nation-bound narratives.

For the final project, students will produce a 15 to 20-page original research paper centering on a historical figure, or a group of historical figures, whose transpacific life histories can shed light on unknown aspects of the history of the US-Pacific relations. The course is designed to teach students how to make use of the rich archival collection at the Stuart A. Rose Manuscript, Archives, and Rare Book Library (MARBL).

**Required Texts**

Other readings will be available through Canvas.

**Grading**

**In-Class and Online Participation (20%)**: Attendance at class meetings and active participation in class discussions are critical components of the course. For weeks 2-7, students should post a reading response (300-600 words) to Canvas by 5pm before the day of our class. Please read all of your classmates’ responses.

**Annotated Bibliography Assignment- Due Week 8 (10%)**: Student will create an annotated bibliography comprised of two parts. 1. A list of three secondary sources (articles or books) related to your research project. 2. A list of eight primary sources that you are considering for your paper. Annotations for the primary sources can be brief but they should indicate availability, potential, and problems with each kind of source.

**Primary Source Assignment- Due Week 10 (10%)**: Among the eight primary sources identified for Week 8, select two major primary sources that will be used for your paper. Then write a 2 to 3-page paper explaining how you read each of the sources provided, what each reveals historically, what problems they present.
**Research Paper Prospectus- Due Week 12 (10%)**: Building on the first two written assignments, you will write a 5 page prospectus outlining your project, the secondary sources you will be in conversation with, and the range of primary sources that you will use for the project.

**Final Research Paper- Due Exam Week (50%)**: Each student will complete a 15 to 20 page research paper. In weeks 8-12, we will spend a lot of time on how to conceptualize, write, and revise research papers.

Students have two options for the final research paper.

**Option A.** Select an autobiography, memoir, or a travelogue of a historical figure who made a transpacific journey, and write a biographical essay that illuminates larger historical developments that have been overlooked in existing literature. Students are encouraged to select a text that has not received much scholarly attention. Some of the texts that students might consider are:

- William Jennings Bryan, *The Old World and Its Ways* (1907)
- Clarence Poe, *Where the Other Half is Waking Up* (1912)
- E. A. Ross, *World Drift* (1928)
- James Weldon Johnson, *Along This Way* (1933)
- Ayako Ishigaki, *Restless Wave: My Life in Two Worlds* (1940)
- Dalip Singh Saund, *Congressman from India* (1960)

This is only a suggestive list, and students should work with a text they themselves find interesting.

**Option B.** Identify an archival collection at the Stuart A. Rose Manuscript, Archives, and Rare Book Library (MARBL), and write a biographical essay that illuminates larger historical developments that have been overlooked in existing literature. Emory is home to the papers of many missionaries, diplomats, soldiers, and journalists who have had transpacific lives. Possible collections student might consider are:

- Young John Allen papers, 1854-1938
- Warren A. Candler papers, 1846-1977
- Patrick H. Frank family papers, 1898-1992
- Yun Ch’i-ho papers, 1883-1943
- Thomas Henry Haden diaries, 1896-1946
- Philip J. Jaffe papers, 1936-1980
- George E. Ogle papers, 1945-1981
- Alfred Lesesne Jenkins papers, 1951-1980
- James T. Laney papers, 1929-2008

Students are also welcome to use archival sources at the Pitts Theological Library, the Jimmy Carter Presidential Library, and other local libraries.
**Research in Foreign Language**

Many of the historical actors we examine in this course lived in multiple countries and knew multiple languages. Students with foreign language skills are encouraged to identify and use non-English language sources for their research paper. However, research in multiple languages is not required for success in his course.

**Accessibility and Inclusion**

This course will make sure that all students feel welcome and receive the necessary accommodations to get the most out of their time in the classroom. This means that all members of the class—the students and instructor—will be respectful of others’ views, backgrounds, and goals.

Students who may need an academic accommodation based on the impact of a disability must register with the Office of Accessibility Services (OAS). Students should contact the OAS as early as possible in the semester to ensure they receive the necessary accommodations. In addition, students should feel free to contact me to let me know if there is anything I can do to facilitate their learning.
Class and Reading Schedule

9/3: Transnational Life Histories


Unit I: Archives of Transpacific Lives

This unit introduces students to the sources that constitute to the archives of biographical projects, as well as several approaches to interpreting these sources.

9/10: Autobiography


9/17: Travelogue


9/24: Diary

**Class trip to the Stuart A. Rose Manuscript, Archives, and Rare Book Library (MARBL)**

- Selections from Yun Ch’i-ho, *Yun Ch’i-ho Diaries*. Originals in Yun Ch’i-ho Papers, 1883-1943, MARBL.

10/1: Private Letters


10/8: Oral History


10/15: Fall Break. No Class.
Work on your research paper ideas

10/22: Familiar Made Strange: Reading for Transpacific Histories


Unit II: Writing Your Research Paper
This unit guides students through the process of researching and writing their final papers.

10/29: Class Discussion of Your Projects [Annotated Bibliography Assignment Due]

- Student will create an annotated bibliography comprised of two parts. 1. A list of three secondary sources (articles or books) related to the students’ research project. 2. A list of eight primary sources that you are considering for your paper. Annotations for the primary sources can be brief but they should indicate availability, potential, and problems with each kind of source. Please submit an electronic version to me by 5pm the day before our class meeting.

11/5: Writing a Great Essay

• Catherine Ceniza Choy, “To the Point of No Return: From Exchange Visitor to Permanent Resident” in Empire of Care: Nursing and Migration in Filipino American History (2003), 94-118.
• Excerpts from Stanley Fish, How to Write a Sentence: And How to Read One (2012)
11/12: Class Discussion of Your Major Primary Sources [Primary Source Assignment Due]

- Among the eight primary sources identified for Week 8, select two major primary sources that will be used for your paper. Come to class prepared to explain how you read each of the sources provided, what each reveals historically, what problems they present. What caveats do you have in using these sources? What secondary literatures help interpret them? Please submit an electronic version to me by 5pm the day before our class meeting. We will read these primary sources together in class.

11/19: Drafting and Revising- How to Persevere

• Chris Suh “What Yun Ch’i-ho Knew: Inter-Imperial Politics, Jim Crow Racism, and the Impossibility of a Wilsonian World in the Year of the Paris Peace Conference” (2014)*

* This unpublished essay will be uploaded to Canvas.

11/26: Current Debates in the “US in the World” Field [Prospectus Due]


12/3: No Class- Individual Meetings

12/10: Class Presentations

Exam Period: Final Essays Due