

HIST 501: THEORIES and METHODOLOGIES of HISTORY

Class Number 13906, Syllabus, Fall 2011

Dr. Ali F. İğmen, Department of History, CSULB

Mondays, 6:30-9:15 p.m.

Room: FO2-101A

Office Hours: Tuesdays, 4-6 pm, Wednesdays 2-3 pm, and by appointment

COURSE DESCRIPTION

This course introduces graduate students to the ways of thinking, writing, and researching that make up the discipline of History. We will examine what sorts of questions that historians address and what types of knowledge they claim about the past. We will investigate a number of major debates that have preoccupied historians in recent years, and how political and social concerns have shaped those debates. We will also become familiar with the various types of sources that historians use and what problems and possibilities accompany different historical documents.

EXPECTED LEARNING OUTCOMES

At the end of the semester, you should be able to:

- 1.** Differentiate between the major schools of historical thought,
Assessment: weekly reading journals, class discussions and literature reviews
- 2.** Identify and analyze historiographical arguments and debates,
Assessment: weekly reading journals, class discussions, literature reviews and final paper
- 3.** Read texts critically and carefully,
Assessment: weekly reading journals, class discussions
- 4.** Understand the methodologies, styles and biases at work in historical writing,
Assessment: weekly reading journals, literature reviews and final paper
- 5.** Present ideas—on paper and in a group setting—in a cogent and articulate manner,
Assessment: weekly reading journals, class discussions, literature reviews and final paper
- 6.** Improve writing, analytical, organizational, oral, mechanical, and library skills
Assessment: weekly reading journals, class discussions, literature reviews and final paper

See more specifics on the assessment of these learning outcomes below, under the course requirements.

THE SIGNIFICANCE OF THE SYLLABUS

Enrollment in this course implies acceptance of all rules, policies and requirements of this class. The syllabus serves as your contract for the course. I reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

ORGANIZATION AND REQUIREMENTS

I will expect you to complete all the assigned readings for the day, before you come to class. You should be prepared to discuss the readings and participate in all the class discussions. All the written assignments are due at the beginning of class. I will deduct points for late papers. **To pass the class, you will complete all the assignments.** Failure to complete any of these components means that you may fail the course. **Please contact me ahead of time if any of the assignments will be late.**

COURSE POLICIES

- *Make-up Policy:* Students **must** contact the instructor if a conflict arises that will prevent students from attending class. Only students who have excused absences and approval from the instructor will be able to make up a missed assignment.
- *Incomplete:* Taking an incomplete is strongly discouraged and rarely granted. Only in cases of dire emergencies beyond the student's control will an incomplete even be considered. In those cases, University policy states that at least 2/3 of course assignments must have been completed for an incomplete to be granted.
- *Withdrawal:* It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in the category involve total withdrawal from the university. (However, drops at this time are not generally approved except in cases of accident or serious illness.) Note that you may not withdraw from 501 and continue to take another graduate course or continue in the program.
- *Religious Observances:* Pursuant to the California Education Code, if you will miss any class meetings or assignment deadlines because of religious reasons, you need to notify me within the first two weeks of the semester.

- “*Shared Community*”: Discriminatory statements of any kind negate the education process and will **not be tolerated**. This course strictly adheres to the university’s “Principles of Shared Community,” which states, “members of the CSULB community have the right to work and learn in an environment free of discrimination.... CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.”

Note: It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.

NOTES, CAUTIONARY or OTHERWISE:

- In this course, as in others, each student is in charge of and responsible for his/her own education. In other words, what one gets out of this course is dependent on what one puts into it. This includes grades. In other words, grades are not negotiable.
- All assignments are due at the beginning of class on the day assigned. I will not accept an assignment if the student has not attended class that day. Permission may be granted only in exceptional circumstances.
- Electronic submission and late assignments will not be accepted without prior agreement.
- Late assignments will be penalized.
- If you have trouble writing, you must seek help at the Writer’s Resource Lab early in the semester or immediately after you have been consulted to do so by me. **This is a graduate-level course and, therefore, writing assignments must be free of grammatical and stylistic problems.**
- All assignments are due at the beginning of class on the day assigned. I will not accept an assignment if the student has not attended class that day. Exceptions in rare cases may be made.
- Students are expected to express themselves openly and participate in creating a non-intimidating classroom environment that contributes to open discussion. They are expected to think objectively and historically and to listen attentively and respectfully to others’ remarks.

- Students are expected and required to be present at **every** class session and to be prepared for class. Unexcused absences will be penalized. Students must contact the instructor if a conflict arises that will prevent them from attending class. Only students who have excused absences and approval from the instructor will be able to make up a missed assignment. I am not obligated to consider other absences except the following excused absences: illness or injury to the student; death, injury, or serious illness of an immediate family member or the like; religious reasons (California Education Code section 89320); jury duty or government obligation; university sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips.) If in doubt, please read the CSULB attendance policy: <http://www.csulb.edu/~senate/Policies/01-01.html>. **Please contact me immediately if a situation arises that forces your absence from class. If I do not hear from you, I will consider your absence unexcused.**
- Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class beyond twenty minutes of class time, I will consider you absent for the day.
- This is a seminar; therefore, there will be no lectures. Please bring appropriate readings and texts to class with you. Give yourself sufficient time to complete the reading and prepare before coming to class. Moreover, give yourself sufficient time to understand assignment guidelines, complete writing assignments accordingly, and seek help early if you are having difficulties.
- Students may not take part in any activity that disrupts class.
- If you bring a laptop to class, you must use it only for taking notes related to the class and not to engage in any other activity.
- All cellular phones, pagers, and alarms must be turned off during class. No texting in class.
- The schedule below is subject to revision at any time. Changes will be announced in class or by email ahead of time. You are responsible for keeping yourself updated about changes. Ignorance or absence is not an excuse.

*Grading**

	A = 93 - 100	A- = 90 - 92
B+ = 87 - 89	B = 83 - 86	B- = 80 - 82
C+ = 77 - 79	C = 73 - 76	C- = 70 - 72
D+ = 67 - 69	D = 63 - 66	D- = 60 - 62
	F = 0 - 59	

*Of course, on this campus there are not pluses or minuses. For example, an 89 is a B. Grades will not be inflated. Therefore, if you want to an A, you must earn at least a 90.

Academic Integrity and Honesty:

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations.

Graduate students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The university defines plagiarism as “the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source... Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming.”

(http://www.csulb.edu/divisions/aa/catalog/2009-2010/academic_information/cheating_plagiarism.html)

All acts of academic dishonesty will be subject to disciplinary action. All written assignments for the course must be submitted electronically through Beach Board to Turnitin.com in order to ensure the authenticity of the presented written work. **A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.** All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, based on University policy.

For more information, please see
<http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>

STUDENT SERVICES

If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the Writer's Resource Lab (LAB-312; 985-4329) or the Learning Assistance Center (Library East 12; 985-5350).

COURSE REQUIREMENTS

ALL ASSIGNMENTS, EXCEPT FOR REACTION PAPERS, MUST BE SUBMITTED TO **TURNITIN** THROUGH BEACH BOARD ON THE DUE DATE. NO EXCEPTIONS!

Participation: 25%

Attendance, preparation, and active participation in each and every class session are expected. Nothing less will be acceptable. **Please do not take this lightly.**

In addition, each week (for weeks three to seven: **Sep 12, 19, 26, Oct 3 and 10**), you are expected to submit a two to three pages (not to exceed three pages) response to ALL the week's readings. You must address the following:

- a. What are the key questions and findings of the readings?
- b. How do they fit into our understanding of the theories and methodologies of history?

Working with Documents: 10%

Selection of documents on a historical problem; a chronology; a series of questions appropriate to those documents; and a discussion of your particular approach to those documents and how you would use them for research and for teaching. You may choose documents that you will be using for your final paper. (Due week 4 – **September 19.**)

Literature Review: 10%

A three-page analysis of a “literature review” or “forum.” Using journals available on the library databases choose a review essay of at least two books on the subject that will probably be the topic of your own essay. Write a précis of the review. Identify the reviewer's position regarding the arguments of the books and describe his or her comments on style, evidence, and interpretation (Due week 5 - **September 26.**)

Final Essay:

A major essay that demonstrates original research, this assignment will be divided into several parts:

1. Discussion of possible topics. (Due week 6 – **October 3.**)
2. Research prospectus and annotated bibliography. (**10%** – Due week 7 - **October 10.**)
3. Five-page historiography, to be incorporated as the “literature review” into your final paper. Include a bibliography and footnotes. (**10%** -- Due week 10 – **October 31**). To prepare for this assignment, you will be required to give a short (two-minute) presentation on historiography in week 9 - **October 24.**
4. A final research paper of 25-30 pages, with required submission of first and optional submission of second drafts (**30%**). First draft due week 12 -- **November 14**. Peer review due week 13 – **November 21**. Second draft due week 14 – **November 28**. Final paper due week 16 - **December 12**.
5. Oral Presentation of Final Essay. (**5%** - week 15 -- **December 5.**)

*SEE THE SUMMARY OF THE DUE DATES AND GRADE PERCENTAGES ON THE LAST PAGE OF THE SYLLABUS.

Students who fail to complete all assignments may not receive a passing semester grade.

REQUIRED TEXTS

- John Lewis **Gaddis**, *The Landscape of History: How Historians Map the Past*
- Daniel **Woolf**, *A Global History of History*
- Judy **Yung**, *Unbound Voices: A Documentary History of Chinese Women in San Francisco*
- William **Booth**, Gregory **Colomb**, and Joseph **Williams**, *The Craft of Research* (2nd edition)

Articles are available at the library electronic databases: use your knowledge you gained at the library workshop (**September 19**).

RECOMMENDED TEXTS

- Susan **Basalla** and Maggie **Debelius**, *"So What Are You Going to Do with That?" Finding Careers Outside Academia*
- Joan **Bolker**, *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*
- **Turabian**, *A Manual for Writers*

Journals You Should Consult:

The best way to understand how the field of history works is to read the main journals. Our history faculty members recommended the following top journals. You will be working with these faculty members and these journals throughout your careers here. I suggest that you familiarize yourselves with these journals (alphabetically ordered by field):

Ancient/Medieval

Journal of Hellenic Studies, Journal of Roman Studies, Transactions of the American Philological Society, Classical Journal, Classical Philology, Classical World, Speculum, Viator, Journal of Medieval History, The Medieval Review, Renaissance Quarterly,

Asia

Central Asian Survey, Central Eurasian Studies Review, Modern China, Twentieth-Century China, Late Imperial China, Positions: East Asia Cultures Critique, Late Imperial China, Harvard Journal of Asiatic Studies, Nannu: Women, Men, and Gender in Imperial and Late Imperial China, Journal of Japanese Studies, Monumenta Nipponica, U.S.-Japan Women's Journal The Journal of Asian Studies, Journal of Southeast Asian History,

Environment

Environmental History, Technology and Culture,

Europe

Kritika: Explorations in Russian and Eurasian History, Russian Review, Slavic Review, Central European History, German History, German Studies Review, Austrian History Yearbook, Nationalities Papers, French Historical Studies, French History, Yale French Studies Journal, Representations,

Gender

The Journal of Women's History, The Women and Social Movements Journal, Gender and History, GLQ: A Journal of Lesbian and Gay Studies, Journal of the History of Sexuality,

Jewish Studies

Shofar: An International Journal of Jewish Studies, Jewish Social Studies, Jewish Quarterly Review, Modern Judaism,

Latin America

Hispanic American Historical Review, Colonial Latin American Historical Review, The Americas. Luso-Brazilian Review, ISIS: History of Science Society,

Middle East

International Journal of Middle East Studies, Iranian Studies, Journal of Middle East Women's Studies, Comparative Studies of South Asia, Africa and the Middle East, Critique: Critical Middle Eastern Studies,

Multiple fields

Diplomatic History, Journal of Social History, Journal of the History of Ideas, Law & History Review, Labor Studies Journal, The Journal of Urban History, Oral History Review, Ethnohistory, History & Memory,

U.S.

American Historical Review, Journal of American History, The William and Mary Quarterly, Western Historical Quarterly, The New England Quarterly, American Quarterly, Southern California Quarterly, Pacific Historical Review,

World

Journal of World History, Journal of Global History, Journal of Modern History, Journal of the Social and Economic History of the Orient.

These journals provide articles on the most up-to-date issues, reviews of recently published books, and newsletters that provide information about the state of the field. As a student, subscriptions are reasonable. Here are the websites where you can subscribe:

<http://www.historians.org/members/index.cfm>

<https://www.oah.org/members/join/index.html>

WEEKLY SCHEDULE

Week One (August 29): Introduction

Reading: Richard **Bausch**, "How to Write in 700 Easy Lessons"

Week Two (September 5): Labor Day Holiday (**no class**)

Reading: Peruse *The Craft of Research*, and return to it whenever necessary.

Week Three (September 12): How do we map the past? What is our role in developing knowledge?

Reading: John Lewis **Gaddis**, *The Landscape of History: How Historians Map the Past*

Week Four (September 19): Is History Possible? And The Source: The Basis of Our Knowledge About the Past

Library Tour with Greg Armento (7:30-8:30 pm)

Readings:

- Dinitia **Smith**, “Challenging the History of a Slave Conspiracy,” in *New York Times*, February 23, 2002
- Jon **Wiener**, “Denmark Vesey: A New Verdict,” in *The Nation*, March 11, 2002
- Richard **Wade**, “The Vesey Plot: A Reconsideration,” in *Journal of Southern History* (May 1964)
- Michael **Johnson**, “Denmark Vesey and His Co-Conspirators,” in *William and Mary Quarterly* (October 2001)

Assignment: “Working with Documents” Assignment Due.

Week Five (September 26): Historical Interpretation: The Traditional Basics

Readings:

- **Booth** et al, *The Craft of Research*, Part I, pp.1-27
- **Woolf**, *A Global History*, pp. 1-177

Assignment: Analysis of “Literature Review” or “Forum” due

Week Six (October 3): New Interpretive Approaches

Readings:

- **Booth** et al, *The Craft of Research*, Part II, pp. 29-101
- Judy **Yung**, *Unbound Voices: A Documentary History of Chinese Women in San Francisco*, pp. 1-247
- Leslie **Peirce**, “She Is Trouble...and I Will Divorce Her’: Orality, Honor, and Representation in the Ottoman Court of `Aintab” in *Women in the Medieval Islamic World: Power, Patronage, and Piety*, pp.269-301 (reaction paper only on Peirce)

Workshop:

- Developing your Argument
- Writing the Abstract
- Writing the Draft

Assignment: Discussion of Possible Research Project Due. Make sure that you carefully read the assigned reading from *The Craft of Research* for this week. It will help you immensely.

Week Seven (October 10): The Politics of History Writing

Readings:

- Judy **Yung**, *Unbound Voices: A Documentary History of Chinese Women in San Francisco*, pp. 247-526
- Paula S. **Fass**, “Cultural History/Social History: Some Reflections on a Continuing Dialogue,” in *Journal of Social History*, Vol. 37, No. 1, Special Issue (Autumn, 2003), pp. 39-46

Assignment: Research Prospectus and Annotated Bibliography Due. Make sure you review *The Craft of Research*, pp. 95-101; 290-311

Week Eight (October 17): The Nature of Historical Knowledge and the Profession, and a Historiography Workshop

Reading: **Woolf**, *A Global History*, pp. 177-345

Workshop:

- Historiography Workshop

Assignment: Historiography Presentations Due. Look up one of the historiographical topics in Kelly **Boyd**, ed., *Encyclopedia of Historians and Historical Writing* (D14 .E53 1999 Ref) and give a short presentation (no more than 2 minutes).

Week Nine (October 24): History Today

Reading: **Woolf**, *A Global History*, pp. 345-552

Assignment: Historiography Essay Due (hard copy and Turnitin through BeachBoard)

Week Ten (October 31): Research Tools and Methods

Reading: **Booth** et al, *The Craft of Research*, Parts III, IV and V, pp. 105- 282

Week Eleven (November 7): Arguments, Abstracts and Outlines

Assignment: Reading your arguments and abstracts out loud.

Week Twelve (November 14): Preliminary First Drafts Due (hard copy)

Week Thirteen (November 21): Peer Review Due (two hard copies)

Individual mandatory meetings with me in my office after distribution of peer reviews.

Week Fourteen (November 28): Optional Second drafts due (Turnitin through BeachBoard). **Recommended meetings with me.**

Week Fifteen (December 5): Oral Presentations.

This is the last day of this class.

Oral presentations: You will present your papers. Please keep it to ten minutes.

1. Describe where you are in the process.
2. Read your newest abstract.
3. Provide your developing arguments, evidence, and conclusions.
4. Elaborate on your difficulties and proposed solutions toward completing your papers on time.
5. Say what else you would like to say about your papers, and the seminar.

Week Sixteen (December 12): Final Papers due in my office, and to Turnitin through Beach Board by 6:30pm.

DUE DATES OF ASSIGNMENTS:

September 12, 19, 26, October 3 and 10: Response Papers **(25%)**

September 19: Working with Documents **(10%)**

September 26: Analysis of “Literature Review” or “Forum” **(10%)**

October 3: Discussion of Possible Research Project **(2%)**

October 10: Prospectus & Annotated Bibliography **(5%)**

October 24: Oral Presentations on Historiography **(3%)**

October 31: Historiography Essays **(10%)**

November 7: Arguments, abstracts and outlines **(2%)**

November 14: Research Paper (first) Drafts **(3%)**

November 21: Peer Reviews **(5%)** & Individual Meetings

November 28: Research Paper (second) Drafts (optional)

December 5: Oral Presentations **(5%)**

December 12: **Final papers! (20%)**