

HISTORY 302: THEORY AND HISTORY	Section 2, Seminar Syllabus
Dr. Ali İĞMEN	CSULB, SPRING 2012
Monday and Wednesday, 12:30-1:45 p.m.	LA3-205
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Office hours: Monday 3:30-5:30 p.m. and Tuesday 10:00 a.m.-12:00 p.m.	

CONTENT AND OBJECTIVES

This seminar will survey the most influential theories, which historians used to analyze and interpret the past. We will read mostly twentieth-century theories, which helped shape historical thinking and writing. Our focus will be on World History. We will read about the ways in which historians examine the constructions of identity, class, ethnicity, gender and culture, and the formation of nation-states, nationalism.

Every Monday, I will provide a short lecture on the topic of the week and begin a discussion session that will continue on every Wednesday. You will finish the readings before the seminar time on **Mondays**, and will prepare typed written response journals on the readings for **five Wednesday** (see the details under course requirements below).

DEPARTMENTAL PORTFOLIO INFORMATION

The History Department now requires major to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in their upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/history. For questions and/or advising about the portfolio, **contact Dr. Sharlene Sayegh** (ssayeghc@csulb.edu).

REQUIRED READING

1. **Articles** on Beach Board via electronic library databases. Your e-reserve password is **theory**
2. Green, Anna and Kathleen Troup. **The Houses of History** (**HOH** in the weekly schedule below)
3. Howell, Martha C. and Walter Prevenier. **From Reliable Sources** (**FRS** in the weekly schedule below)
4. Winichakul, Thongchai. **Siam Mapped**.
5. Davis, Natalie Zemon. **The Return of Martin Guerre**.

*All the books are on course reserves at the library.

DEPARTMENT DROP POLICY

Note that it is the History Department's policy that you may not drop this seminar after the fourth (4th) week of the semester.

GENERAL WITHDRAWAL POLICY

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 these categories involve total withdrawal from the university. (However, drops at this time are not generally approved except in cases of accident or serious illness.)

THE SIGNIFICANCE OF THE SYLLABUS

The syllabus is REQUIRED reading. If and when you have any questions, you must refer to it. Do not hesitate to contact me if the syllabus does not answer your questions satisfactorily. 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.

EXPECTED LEARNING OUTCOMES

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

1. Differentiate between the major schools of historical thought,
2. Explain how a theory of the world is based on historical understanding,
3. Read texts critically and carefully,
4. Understand the biases at work in historical writing,
5. Present ideas—on paper and in group setting—in a cogent and articulate manner.

A. Introduction to the History of the Profession

1. Students will be able to define "theory," "history" and "historiography" and note the ways in which they are linked.
2. Students will be able to trace generally the history of the profession from the ancient period to the current day, with specific emphasis on the professionalization of history from the nineteenth century.
3. Students will recognize major intellectual schools, trends and debates within the profession and demonstrate how those changes were connected to social developments.
4. Students will be able to name significant historians of the modern period and demonstrate their familiarity with a variety of theoretical perspectives historians have used to produce historical knowledge.

B. Conceptual Categories of Historical Inquiry

1. Students will be able to recognize, define and trace the genealogies of basic categories of historical analysis such as class, race, gender, nation, space, etc.
2. Students will identify some of the intellectual tools historians have used to help make sense of these categories.
3. Students will demonstrate how these categories of historical inquiry can cross theoretical and disciplinary boundaries.

C. Theory

1. Students will demonstrate knowledge of pre-modern theories of history within a global cultural and spatial perspective.
2. Students will demonstrate how theories are contingent, contested and reflective of contemporary circumstance.
3. Students will recognize the contribution of history to the theories operating within and across other disciplines.
4. Students will be able to explain basic components of selected theories, cite major contributors to such theories, and demonstrate the application of those theories to historical practice.

D. Historiography

1. Students will demonstrate that historiography is a mode of analysis in which historians use the tools of historical research to study their discipline.
2. Students will recognize that history is an interpretive, subjective process in which individual historians engage in dialogue with larger intellectual communities.
3. Students will be able to account for major shifts in a specified body of historical literature, tracing changes in methodology, evidence, and interpretation.

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 the group presentation project. All the written assignments are due at the beginning of class. **I will deduct points for late papers.** I will give incompletes only if there is a case of documented family or medical emergency (see below). For incompletes, you must make arrangements with me in advance. **To pass the class, you will complete all the assignments and requirements. 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.**

REQUIRED ASSIGNMENTS and GRADING ASSESSMENT

- 1. Seminar Participation (5% of grade):** I will expect you to participate in seminar discussion. **I will call on you.** If you are too shy to participate, you need to talk to me so that we can make other arrangements to make up for this portion of the grade. There will be a group presentation component of seminar participation. I will assign groups, which carry out debates about the readings. You may develop note cards relevant to your particular position and to possible counterarguments (**presentations can be used in section B4 of your senior portfolio**). I will expect you to respond, question and/or refer to the topic at hand. Please voice your agreements and disagreements respectfully.

- 2. Writing Assignment Requirements:** All the essays should be double spaced with one-inch margins. The essays should demonstrate your own views on the specific topic at hand. They should exhibit the ability to integrate material from the lectures, readings and class discussions.
 - a. Five Weekly Journals on the Required Readings (10 % of the grade—2% each):**
Keep a typed weekly journal on readings. Journal entries should provide a short summary (no more than **350** words) of the readings. This is a thought piece that provides a brief discussion of the following points: **What are the key questions and findings of the readings? What are the main arguments of the authors? How do the authors support their arguments? How do they show evidence? How do they fit into our understanding of the theories and methodologies of history? Provide examples.**

 - b. Four Mini Papers (40% of grade –10% each):** You will write **four** short essays. The essays will be **3 pages long**. They will respond to the main themes and arguments of the readings. You may agree or disagree with the readings, but you must provide a solid argument to make your points clear. I generally do not accept late papers, but you need to let me know ahead of time if your paper will be late. (**These papers may be used in section B1 or B2 of your senior portfolio**).

 - c. A Comparative Review Project (15% of grade):** You will write a **5-page paper** examining the theories of history we have discussed. I will provide a specific comparative history question three weeks before the paper is due. (**These papers may be used in section B1 or B2 of your senior portfolio**).

 - d. A Historiography Paper (20% of grade):** You will write an **8-page essay** analyzing the readings, discussions and presentations. This essay will be your chance to identify, evaluate and analyze two to three texts. I will provide more detail three weeks before the paper is due. (**These papers may be used in section B1 or B2 of your senior portfolio**).

- e. **A Self Reflection Essay (5% of grade):** You will submit a **3 page** self reflection on your encounter with History and Theory. How has your perspective changed, if at all? Is there a theory that we have encountered to which you have the most affinity? Why? How have you developed as a historian after learning about the ways in which theory impacts historical writing? This paper should be submitted with the final paper and can be used to develop your self-reflection for History 499. **(Should be submitted in Section A2 of senior portfolio).**

Writing Style Requirements: For guidance about style and editing, refer to the “**History Department Style Manual.**” If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the **History Graduate Assistant (GA) Writing Tutor Program.** Our GAs are going to have office hours every day. They will provide verification forms to attach to your papers. These forms will ensure that your writing needs are properly met in order for you to succeed at the University level. I will announce the GA hours during the second week of the semester.

Additional sources are:

1. The Chicago Manual of Style,
2. A Manual for Writers of Term Papers, Theses and Dissertations by Kate Turabian,
3. Elements of Style by Strunk and White,
4. A Short Guide to Writing about History by Marius and Page.

EVALUATION

Seminar Participation	5%
Weekly Journals	10%
Mini Papers	40%
Comparative Review	15%
Historiography Paper	20%
Self Reflection Essay	5%
Oral Presentations	5%
Total	100% (note that I will reward your consistent improvement toward the end of the semester.)

GRADING

Letter grade	Points	Equals to GPA
A	90-100	3.5-4.0
B	80-89	2.5-3.4
C	70-79	1.5-2.4
D	60-69	0.7-1.4
F	0-59	0-0.7

STUDENTS MUST PASS HIST 302 WITH A “C” OR BETTER TO CONTINUE THROUGH THE MAJOR. STUDENTS MAY REPEAT THIS COURSE ONCE

POLICY ON CHEATING AND PLAGIARISM

Plagiarism is presenting the work, ideas, or words of another person, including one of your peers, or web information such as Wikipedia as one's own. It is your responsibility to read **the section on cheating and plagiarism in the CSULB catalog**. I am obligated to follow these strict rules. Plagiarized short papers **will receive an "F."** Plagiarized long essays **will result in an "F" for the seminar**. Please note that all **the essays** will have to be submitted **both to me as hard copies** and to **Turnitin.com as electronic copies**. **I will not grade late assignments**. Talk to me if you have any questions about giving proper credit to other people's work. **While all written work must be exclusively your work, you may study and prepare together.**

ACCOMODATION

It is the student's responsibility to notify me in advance of the need for accommodation of a **disability**. If you have a documented disability and require additional time or other help for examinations and/or assignments, you must obtain verification from **the Disabled Students Services Office located in Brotman Hall. The number is 562-985-5401.**

POLICY ON ATTENDANCE AND ABSENCES

Attendance and participation are required. Missing more than **five** classes will **reduce your grade** regardless of how well you do in your other requirements. I am not obligated to consider other absences except the following **excused absences**: including 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 you need to be absent. If I do not hear from you, I will consider your absence unexcused.

TARDINESS

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 **20 minutes** of seminar time, I will consider you absent for the day.

CLASSROOM ETIQUETTE

I will not allow reading of extraneous materials, listening to headsets, private conversations between students and talking on cell phones. **PLEASE TURN OFF CELL PHONES, PAGERS AND OTHER DISTRACTIONS!**

LAPTOP USE

You may use your laptops **ONLY** to take notes.

EMAIL COMMUNICATION

Make sure you have your **csulb.edu** email directed toward your preferred email address in order to receive class news. It is your responsibility to make the appropriate change.

WEEKLY SCHEDULE

Week 1: **January 23 & 25: Getting to know each other, and introduction to “History and Theory”**

Reading for Wednesday, January 35:

- **FRS**, introduction, chapter I (1-43)
- **Beach Board Documents on how to write arguments, abstracts and drafts.**

Week 2: **January 30 & February 1: Empiricism**

Reading:

- **FRS**, chapter II (43-69)
- **HOH**, chapter 1 (1-33)
- **Bausch**, Richard. “How to Write in 700 Easy Lessons.” *The Atlantic*, (28-31)
- **Lamott**, Anne. “Shitty First Draft”

Wednesday assignments:

1. **Oral Presentations** of your responses to the two articles (maximum 10-minute presentations)
2. **Journal # 1 (respond to only to Bausch and Lamott articles)**

Week 3: **February 6 & 8: Marxism**

Reading:

- **FRS**, chapter III (69-88)
- **Marx**, Karl and Friedrich **Engels**. **The Communist Manifesto**
- **HOH**, chapter 2 (33-59)

Wednesday assignments:

1. **Journal # 2 (respond to the article “Exploitation” by E. P. Thompson in HOH only)**
2. **Class discussion on mini paper # 1**

Week 4: **February 13 & 15: Psychohistory and Annalist Thought**

Reading:

- **FRS**, chapter IV (88-119)
- **HOH**, chapters 3 & 4 (59-110)

Wednesday assignment: **Mini Paper # 1** to be submitted as a hard copy and to turnitin:

The prompt: How did the Annales School challenge and ultimately alter the study of history? You must use the article by Fernand Braudel “The Mediterranean and the Mediterranean World in the Age of Philip II” in HOH as your focus in this mini paper.

Week 5: **February 20 and 22: Social and Quantitative History**

Reading:

- **FRS**, chapter V (119-151)
- **HOH**, chapters 5& 6 (110-172)

Wednesday assignments:

1. **Journal # 3 (respond to only FRS)**
2. **Class discussion on mini paper # 2**

Week 6: February 27 & 29: Anthropology and History

Reading:

- **HOH**, chapter 7 (172-204)
- **Davis**, Natalie Zemon. **The Return of Martin Guerre.**

Wednesday assignment: **Mini Paper #2** to be submitted as a hard copy and to turnitin:

The Prompt: What type of history does the story of a sixteenth-century French peasant represent and illustrate?

Week 7: March 5 & 7: Social and Oral History

Reading:

- **HOH**, chapters 8 & 9 (204-253)

Wednesday assignment: **Journal # 4** (respond to only chapter 9)

Week 8: March 12 & 14: Women, Gender and Sexuality in History

Reading:

- **HOH**, chapter 10 (253-277)

Wednesday assignment: **Journal # 5**

Week 9: March 19 & 21: Postcolonial and Subaltern History

Reading:

- **HOH**, chapter 11 (277-297)
- **Cooper**, Frederick. "Conflict and Connection: Rethinking Colonial African History"
- **Prakash**, Gyan. "Subaltern Studies as Postcolonial Criticism"
- **Guha**, Ranajit. "Not at Home in Empire"

Wednesday assignment: **Comparative Review Project** to be submitted as a hard copy and to turnitin:

The prompt: How is studying history through social, cultural and subaltern lenses beneficial in understanding the past? Compare and contrast these approaches to history with the other approaches you have read so far.

SPRING RECESS (March 26-30): No classes!

Week 10: April 2 & 4: Postmodernism

Reading:

- **HOH**, chapter 12 (297-326)

Wednesday assignment: **Class discussion on the mini paper # 3**

Week 11: April 9 & 11: Postmodernism

Reading:

- **Foucault**, Michel, "Alternatives to the Prison: Dissemination or Decline of Social Control?" *Theory, Culture & Society*, 2009, 26:12 (12-24)
- **Foucault**, Michel, "Madness, the Absence of Work." *Critical Inquiry*, 21:2 (290-298)
- **Foucault**, Michel, "The Subject of Power." *Critical Inquiry*, 8:4 (777-795)

Wednesday assignment: **Mini Paper # 3** to be submitted as a hard copy and to turnitin:

The prompt: Describe the ways in which Michel Foucault defines power and its relationship with the traditional constructions of history. In what ways does Foucault challenge the “old” ways of historical narratives?

Week 12: **April 16 & 18: Nations and Nationalism in History**

Reading:

- **Winichakul, Thongchai, Siam Mapped.**

Wednesday assignment: **Class discussion on the mini paper # 4**

Week 13: **April 23 & 25: Nations and Nationalism in History**

Wednesday assignment: **Mini Paper # 4** to be submitted as a hard copy and to turnitin:

The prompt: Describe the ways in which Thongchai Winichakul connects nationhood with power. What does this particular history of Siam teach us about the study of World history?

Week 14: **April 30 & May 2:** Final Project (Historiography Papers) Preparation (individual meetings with me in my office)

Week 15: **May 7 & 9: Oral Presentations** of the Historiography papers

Week 16: **May 16: Both the Historiography and Self-reflective Essays** are due in my office between 12:30 and 2:30 p.m.

DUE DATES & GRADE PERCENTAGES

February 1:	Journal #1 (2%)
February 8:	Journal #2 (2%)
February 15:	Mini paper #1 (10%)
February 22:	Journal #3 (2%)
February 29:	Mini paper #2 (10%)
March 7:	Journal #4 (2%)
March 14:	Journal #5 (2%)
March 21:	Comparative Review Paper (15%)
April 11:	Mini paper #3 (10%)
April 25:	Mini paper #4 (10%)
May 7 & 9:	Oral Presentations (5%)
May 16:	Historiography essay (20%)
May 16:	Self-reflective essay (5%)