

Twentieth-Century World History Through Popular Culture and Sport HIST 499, Section 1

Course (7821) Fall Semester 2021

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Department of History, CSULB

Monday and Wednesday

12:30-1:45 p.m.

LA5-154

Office hours: **Monday** 11:00a.m.—12:00 p.m. & 4:00 – 6:00 p.m.

and

Wednesday, 11:00a.m.—12:00 p.m. & 4:00 – 5:00 p.m.

Zoom link for advising and office hours: <https://csulb.zoom.us/j/5443958955>

Content and Objectives

This senior seminar explores the ways in which modern identities emerged around the world during the twentieth century. It examines the construction and contestation of national identities through popular culture and popular sport. It also explores the ways in which states and societies imagined and configured modern statehood and nationality by relying on arts, cultural products and sport competitions, and equally significant, the ways in which populations reacted to these attempts. Furthermore, the seminar analyzes how these projects of modernity established new ways of seeing gender, sexuality, ethnicity, race, and nationality. The seminar requires students to analyze oral and written primary sources with the support of the scholarship on modernity and identity studies and encourages them to challenge the normative identity constructions.

This seminar meets the final core requirement of the World History concentration in the history major.

Catalog Description

History 499: Senior Seminar (4 units).

Prerequisites: Completion of HIST 301, HIST 302, and 18 units of upper-division course work in History; at least two courses (six units) of which must be in the 499 seminar's area of concentration. Designed for graduating seniors, this course requires that students demonstrate baccalaureate-level mastery of historical processes and historical literature through:

- 1) submission of a History Portfolio representing continuing work in the major;
- 2) research and writing of a major paper, and
- 3) oral presentations.

Not open to students who have not met the prerequisites listed above.

Letter grade only (A-F).

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. **You may not drop this core course after the 4th week of the semester (September 15th).**

Expected Learning Outcomes

The Nature of Historical Inquiry:

1. Evaluate how a given historian's historiographic and/or theoretical framework affects their interpretation of the evidence.
2. Explain how a historian's context might influence their arguments.
3. Analyze major shifts in a specified body of historical literature, tracing continuities and changes in methodology, evidence, and interpretation.

Managing Research

4. Retrieve relevant and appropriately scholarly primary and secondary sources for historical research using a wide variety of library resources, including CSULB holdings, research databases, and interlibrary loan systems and online resources.
5. Assess the credibility, accuracy, and usefulness of multiple source types (print, digital, oral, visual), together with the methods needed to interpret them.
6. Develop an effective system of note-taking and organization (manual or electronic)
7. Implement discipline-appropriate referencing practices in notes and bibliographies.

Historical Thinking Skills:

8. Recognize, analyze, and evaluate the role of continuity and change in historical events, in isolation or comparatively.
9. Analyze complex events, movements, or sources in terms of their historical context.
10. Evaluate short- and long-term causes and consequences of historical events.

Presenting Knowledge and Ideas:

11. Conceptualize an original historical question and use research in primary and secondary sources to make a historically defensible and evaluative claim (thesis), demonstrating clear organization and discipline-appropriate language.
12. Create and support a historical argument in non-written form, making strategic use of both textual and non-textual media (e.g. graphic, audio, visual, or interactive elements) where appropriate to enhance an audience's understanding of findings, reasoning, and evidence.

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. Late papers will not be accepted.

Required Readings:

1. **The Syllabus,**
2. **Articles: on Beach Board (under 'Content')**
3. **Belcher, Wendy Laura. *Writing your Journal Article in Twelve Weeks: A Guide Academic Publishing Success*, University of Chicago Press, 2019**
4. **Betts, Raymond F. and Lyz Bly, eds. *A History of Popular Culture: More of Everything, Faster and Brighter*, Oxford: Routledge, 2013**
5. **Gems, Gerald R., Linda J. Borish, and Gertrud Pfister, eds. *Sports in American History*, Champaign, IL: Human Kinetics, 2017**

Required Assignments:

Guidelines for all assignments will be posted on BeachBoard.

You must consult and follow guidelines/instructions for all assignments. Failure to do so will be reflected in your grade. Please note that all of the assignments in this course satisfy the criteria for the 499 Senior Seminar Portfolios.

Each assignment in this course—including oral presentation of work—replicates a habit of mind, process, or product of a professional historian. This approach extends to professional integrity and even formatting practices. Please note that all written assignments **MUST** be submitted electronically to Dropbox. All papers should follow a standard format (typed, 12-font, double-spaced, 1" margins), and have a title, bibliography, and footnotes or endnotes. You should consult a style manual for correct citation form; papers submitted without correct citation form will not receive credit.

- I. Class Participation:** I will expect you to participate in class discussion. I will call on you. Simply attending class without participation will be insufficient and will be reflected in grades. For the most part, the themes of this course are current and controversial. There is a great potential of passionate discussion. I will expect you to respond and refer to the topic at hand rather than the individual. In other words, please challenge your peers' viewpoints instead of questioning their personal motives. Please voice your agreements and disagreements respectfully.

Discussion: History majors should be able to communicate their ideas effectively in oral as well as written form. Accordingly, your active, engaged, and thoughtful involvement in class discussions is required. As in other core courses, we will focus on historical skills. In this class, we will learn how historians frame and then answer research questions. *Meets Criteria for Portfolio Guideline B3.*

The questions will **generally** address the following topics:

- What is the historical context: dates, places, names, trends?
- What is the main argument of the author?
- What are the key questions and findings?
- What is new about the argument(s) and the findings?
- What surprised you about the reading?

- II. Portfolio Requirement:** Students must submit a preliminary portfolio for assessment and feedback. The purpose of the preliminary evaluation is to provide feedback in preparation for the final assessment. Students may submit coursework from History 499; indeed, it is expected that your work in this course will provide many examples of mastery. Guidelines for the portfolio are attached below and can also be found at the History Department website:

<http://www.cla.csulb.edu/departments/history/undergraduate-programs/>

You will find "Portfolio Guidelines" as the second item on the page, so you should scroll down to find it (and the relevant links to the full portfolio guidelines). The portfolios are digital. Students will create a digital folder to place their scanned or uploaded work.

Departmental Portfolio Information

The History Department now requires majors 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, not including HIST 301 and 302. 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.

499 Portfolio Award: Each spring – usually the second Friday in May – the department awards a prize to the 499-student with the best portfolio at the annual Awards Banquet. Please keep that in mind, both for the prize and the event!

III. Paper Presentation (see below): During the last week of the seminar, you are going to make a 10-minute presentation of your paper. Your paper need not be completed by the time you make your presentation, but you should be able to summarize your paper topic, sources, and argument. Power Point Presentations are preferred but not required, and should not have more than ten slides.

IV. Written Assignments:

- A. Research proposals:** Students may select any topic relating to the themes of the seminar. The guidelines are on BeachBoard. *Meets Criteria for Portfolio Guideline B3.*
- B. Annotated bibliography:** The annotated bibliography provides a list of primary and secondary sources that a student will use in crafting his/her research paper. Primary and secondary sources should be listed and described under separate headings. The annotated entries should indicate how students plan to use the source; as such, it goes without saying that the entries should include *useful* monographs and articles. *Useful* includes methodological, historiographical, and theoretical approaches. Generally speaking, students should plan to have *at least* ten secondary source entries and five primary source entries. Please note that a primary source is more than one article from a single source—e.g., five articles from the *LA Times* constitute a single primary source, not five primary sources. *Meets Criteria for Portfolio Guideline B1.*
- C. Rough draft:** Revision is an important step in the writing process. As such, each student will be required to turn in a rough draft of the final paper. The drafts should be grammatically correct. If there is less than five or six pages, students will include an outline to demonstrate what they propose to include in the rest of the paper.
- D. Historiography:** Students will write a five to six-page essay that will survey the state of the field they are studying. The survey will demonstrate why the topic they chose to study is important for historians, and how scholars studied it.
- E. Oral presentation of research project:** Due during either during weeks 14 or 15. Schedule to be discussed. In History 499, students will give a ten-minute presentation that includes the topic, historical question, and major findings. Students may use Power Point or may choose to give a more formal written presentation. *Meets Criteria for Portfolio Guideline B4.*

F. Final research paper: Research Paper: Students will complete a major research paper—approximately 20 pages with double spaced paragraphs and one-inch margin. These papers are based on primary-source research. The essay should demonstrate student’s own views on the specific topic at hand. I must approve the topic, which will concern the themes of popular culture or sport in the twentieth century. Students are required to make use of primary (minimum five) and secondary sources (minimum ten) to construct a coherent argument and to substantiate it with evidence. The paper must be well structured and well written. It must have footnotes and bibliography appropriate to the discipline of history. It must exhibit the ability to integrate material from the lectures, readings and class discussions. **Be prepared to discuss your ideas for the topic of your paper at EACH class meeting.** *Meets Criteria for Portfolio Guideline B2.*

Course Assessment

Class Participation	40%
Paper Proposal	5%
Preliminary Portfolio	5%
Annotated biblio.	5%
Historiography	10%
Rough draft	5%
Final portfolio	8%
Reflective essay	2%
Oral presentations	5%
Final research paper	15%
Total	100%

Weekly Schedule

Week 1:

August 23 & 25:

- **Betts & Bly**, introduction,
- **Gems, Borish & Pfister**, preface & foreword,

Week 2:

August 30 & September 1:

- **Belcher**, introduction: using this workbook

Week 3:

September 8 (Sep 6th is Labor Day; no class):

- **Betts & Bly**, chapter 1,
- **Gems, Borish & Pfister**, chapter 1,
- **Bentley**, Jerry H. “Why Study World History,” *World History Connected* 5, 1 (2013): 1-9.

Week 4:

September 13 & 15:

- **Betts & Bly**, chapter 2,
- **Gems, Borish & Pfister**, chapter 2,
- **Bentley**, Jerry H. “The New World History,” in *A Companion to Western Historical Thought*. Lloyd S. Kramer and Sarah C. Maza eds., Blackwell, 2002, pp. 393-417,

- **Belcher**, Week 1: Designing your plan for writing

Assignment:

- Preliminary Portfolio

You may not drop this course after this week!

Week 5:

September 20 & 22:

- **Betts & Bly**, chapter 3,
- **Gems, Borish & Pfister**, chapter 3,
- **Bentley**, Jerry H. "The Task of World History," in *The Oxford Handbook of World History*. Oxford, 2011, pp. 1-19

Week 6:

September 27 & 29:

- **Betts & Bly**, chapter 4,
- **Gems, Borish & Pfister**, chapter 4,
- **Belcher**, Week 2: Advancing your argument.

Week 7:

October 4 & 6:

- **Betts & Bly**, chapter 5,
- **Gems, Borish & Pfister**, chapter 5,
- **Belcher**, Week 3: Abstracting your argument

Assignment:

- Paper Proposal

Week 8:

October 11 & 13:

- **Betts & Bly**, chapter 6,
- **Gems, Borish & Pfister**, chapter 6,
- **Belcher**, Week 5: Refining your works cited

Week 9:

October 18 & 20:

- **Betts & Bly**, chapter 7,
- **Gems, Borish & Pfister**, chapter 7,
- **Belcher**, Week 6: Crafting your claims for significance

Assignment: Revised Proposal

Week 10:

October 25 & 27:

- **Betts & Bly**, conclusion,
- **Gems, Borish & Pfister**, chapter 8,
- **Belcher**, Week 7: Analyzing your evidence

Week 11:

November 1 & 3:

- **Gems, Borish & Pfister**, chapter 9,
- **Belcher**, Week 8: Presenting your evidence

Week 12:

November 8 & 10:

- **Gems, Borish & Pfister**, chapter 10,
- **Belcher**, Week 9: Strengthening your structure

Assignment: Annotated Bibliography

Week 13:

November 15 & 17:

- **Gems, Borish & Pfister**, chapter 11 & afterword,
- **Belcher**, Week 10: Opening and concluding your article

Week 14: FALL BREAK: No class on Nov 22 & 24: Work on your draft and presentation

- **Belcher**, Week 11 & 12: Editing your sentences and sending your article.

Week 15:

November 29 & December 1:

Assignments: Rough Draft & Paper Presentations

Week 16:

December 6 & 8:

Assignment: Paper Presentations

Week 17: Exam Week

December 17: Friday, 5:00 p.m.

Assignment: Final Papers and Portfolios

Standards and Expectations**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 that "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."

Computer and Internet Requirements

All students enrolled in this course are enrolled in the BeachBoard Course Management System, which will be used for announcements, assignments, and online discussions. All students will need to have a CSULB e-mail account to use BeachBoard. Announcements and messages from me to the class will often come by email. If you do not check your CSULB e-mail account regularly, but use another account instead, please set your CSULB account so that it will forward messages to your other account. I will respond to your email questions within 24 hours. All messages must have your name and student number, and be formally and respectfully written.

Incompletes

Taking an incomplete is strongly discouraged and rarely granted. I will give incompletes only if there is a case of documented family or medical emergency. (See below). In those cases, university policy states that at least 2/3 of course assignments must have been completed for an incomplete to be granted. For incompletes, you must make arrangements with me in advance.

Make-up Policy

You must contact me if a conflict arises that will prevent you from attending class. You may make up a missed assignment only if you have an excused absence and approval from me.

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 class time, I will consider you absent for the day.

Policy on Attendance and Absences

Attendance is required. Missing more than five lectures will have a negative effect on your grade. 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.

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 the category involve total withdrawal from the university.

Accommodation

It is the student's responsibility to notify me in advance of the need for accommodation of a disability. I will make every effort for reasonable accommodation of the needs of students with disabilities. Please discuss your request with me within the first two weeks of the semester and/or with the Office of Disabled Student Services in Brotman Hall 270.

Academic Integrity and Honesty

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

<https://www.csulb.edu/office-of-research-and-sponsored-programs/policy-cheating-and-plagiarism-ps-85-19>

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 an undergraduate student will result in a failing grade on that assignment. 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://web.csulb.edu/divisions/aa/research/compliance/conduct/cheating/>