

HISTORY 302: THEORY AND HISTORY
Dr. Ali İĞMEN
Monday & Wednesday, 2:00 – 3:15 p.m.
Office: **F02-116**

Section 2, Class # 7817
CSULB, FALL 2021
LA1-309
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Office Hours: Monday, 11:00 a.m.– 12:00 p.m. & 4:00 p.m. – 6:00 p.m.
Wednesday, 11:00 a.m.– 12:00 p.m. & 4:00 p.m. – 5:00 p.m.
Zoom link for advising and office hours: <https://csulb.zoom.us/j/5443958955>

SEMINAR SYLLABUS

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. 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 **Monday and** will submit written response journals on the readings on **two Wednesdays** (see the details under course requirements below).

DEPARTMENTAL PORTFOLIO INFORMATION

The History Department 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. 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 an e-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.

See these two links for more information on HIST 499 Senior Seminar, and portfolios:

<https://www.youtube.com/watch?v=1mUcVYX9YtE>

https://docs.google.com/forms/d/1_RGJ_r-o1dRJNUSyfTQp38kEcysCrVJTd_YD-GXK538/edit#responses

REQUIRED READING

1. “Course **Syllabus:**” Read the syllabus carefully before you ask a question about the requirements.
2. **Berger**, Stefan, Heiko **Feldner** and Kevin **Passmore**, eds., *Writing History: Theory and Practice*, Third Edition, Bloomsbury, 2020
3. **Brown**, Kate. *Dispatches from Dystopia, Histories of Places not yet Forgotten*. Chicago University Press, 2014
4. **Davis**, Natalie Zemon. *The Return of Martin Guerre*. Harvard University Press, 1983
5. **Jenks**, Andrew L. *Perils of Progress: Environmental Disasters in the Twentieth Century*. Prentice Hall, Pearson, 2011

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 (September 15, 2021).

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.

“SHARED COMMUNITY”

Discriminatory statements of any kind negate the education process and will not be tolerated. This course 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.”

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.

Late Policy: Assignments submitted late without a prior agreement will be penalized by the reduction of **one-third of your grade (3.33 percentage points) per 24-hour period**. Thus, an assignment with a grade 92 submitted on Wednesday instead of Wednesday will receive a final grade of 89. In the case where an assignment is due both on BeachBoard and in hard copy, both versions must be submitted on time in order to avoid the penalty.

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. **I will expect you to contact me ahead of time if any of the assignments will be late.**

REQUIRED ASSIGNMENTS and GRADING ASSESSMENT

1. **Seminar Participation (10% 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. You will have **three short oral presentations (10% of grade)** throughout the semester (see the schedule below).

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. **Two Journals on the Required Readings (10% of the grade: 5% each):** Journal entries should provide a short summary (approximately **600** words) of the readings (no need to submit it to Dropbox). 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? You must provide examples.**

- b. **Two Mini Papers (20% of grade: 10% each):** You will write **two** 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 must be submitted to Dropbox. **(These papers may be used in section B1 or B2 of your senior portfolio).**

c. Two Terminology Quizzes (10% of grade: 5% each): The lectures and readings, especially found in *Writing History by Berger*, will introduce you to essential terms that will make you into historians. You will take **two quizzes** (15 minutes each, 5 points each) testing your understanding and retention of those terms throughout the semester. If you are late or absent, you will not be allowed to make up the quiz without a valid, documented excuse.

d. 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. This paper must be submitted to Dropbox. **(These papers may be used in section B1 or B2 of your senior portfolio).**

e. 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. This paper must be submitted to Dropbox. **(These papers may be used in section B1 or B2 of your senior portfolio).**

f. 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 to Dropbox 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	10%
Two Weekly Journals	10%
Two Mini Papers	20%
Two Terminology Quizzes	10%
Comparative Review	15%
Historiography Paper	20%
Self-Reflection Essay	5%
Oral Presentations	10%
Total	100% (note that I will reward your consistent improvement toward the end of the semester.)

GRADING

Letter grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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

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.”

(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 an undergraduate student will result in a failing grade on the 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://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>.

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.**

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.

POLICY ON ATTENDANCE AND ABSENCES

Attendance and participation are required. Missing more than **three** 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.

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 & ETIQUETTE

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. Please use a formal address in email contacts, e.g., "Dr. "İğmen," and be sure to sign your full name (your professors do

not know your student ID or your email address). Please allow at least 24 hours for a response to your message. I do not accept assignments via e-mail unless special arrangements have been made with me in class prior to the due date. Finally, I do not respond to email message on the weekends or during the holidays.

WEEKLY SCHEDULE

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

Reading:

- **Bausch**, Richard. “How to Write in 700 Easy Lessons.” *The Atlantic*, (pp. 28-31). <https://www.theatlantic.com/magazine/archive/2010/08/how-to-write-in-700-easy-lessons/308043/>
- **Lamott**, Anne. “Shitty First Draft”
- **Burrow**, John. “Herodotus: The Great Invasion and the Historian’s Task”

Week 2: **Aug 30 & Sep 1: Thinking like a historian**

- **Berger et al**, “Introduction” by Stefan Berger and Heiko Feldner,
- **Berger et al**, “The New Scientificity in Historical Writing around 1800” by Heiko Feldner

Wednesday assignment: **Oral Presentation # 1:** your response to the readings assigned for the first two weeks (maximum 8-minute presentations)

Week 3: **Sep 8 (Sep 6th is Labor Day; no class): History as a professional pursuit**

Reading:

- **Berger et al**, “The Rankean Tradition in British Historiography, 1840-1950 by John Warren,
- **Berger et al**, “The Professionalization and Institutionalization of History” by Peter Lambert

Wednesday Assignment: **Terminology Quiz # 1**

Week 4: **Sep 13 & 15: The Social Turn**

Reading:

- **Berger et al**, “Marxist Historiography” by Geoff Eley,
- **Berger et al**, “History and Social Sciences” by John Harvey,
- **Berger et al**, “The Annales” by Matthias Middell

Wednesday Assignments: **Journal # 1**

You may not drop this course after this week!

Week 5: **Sep 20 & 22: The Cultural Turn**

Reading:

- **Berger et al**, “Poststructuralist and linguistic methods” by Kevin Passmore,
- **Berger et al**, “From Women’s History to Gender History” by Laura Lee Downs,
- **Berger et al**, “Postcolonial History” Gavin Murray-Miller

Week 6: Sep 27 & 29: The eclecticism of contemporary historical writing

Reading:

- **Berger et al**, “Psychoanalysis and psychological approaches” by Garthine Walker and Tracey Loughran,
- **Berger et al**, “Historical anthropological” by Jacob Tanner
- **Berger et al**, “History and Material Culture” by Anne Gerritsen and Giorgio Riello

Wednesday Assignments: **Journal # 2**

Week 7: Oct 4 & 6: The Application of Cultural History as Microhistory

Reading:

- **Berger et al**, “Cultural History” by Kevin Passmore,
- **Davis**, Natalie Zemon. *The Return of Martin Guerre* (read the entire book).

Wednesday Assignments: **Oral Presentation # 2** (maximum 8-minute presentations)

Week 8: Oct 11 & 13: Transnational and Political History

Reading:

- **Berger et al**, “Comparative and Transnational History” by Stefan Berger,
- **Berger et al**, “Political History” by Jon Lawrence and Alexandre Campsie,
- **Berger et al**, “Social History” by Thomas Welskopp,
- **Berger et al**, “Economic History” by Pat Hudson

Wednesday Assignment: **Mini Paper # 1: The prompt:** How do the economic, political, social, and transnational approaches to the study of history relate to each other? Discuss the ways in which these approaches focus on studying the past (note that this is going to be your first attempt at comparing various approaches).

Week 9: Oct 18 & 20: Microhistory

Reading:

- **Berger et al**, “Intellectual History/History of Ideas” by Beverley Southgate,
- **Brown**, Kate, *Dispatches from Dystopia*, (read the first three chapters)

Week 10: Oct 25 & 27:

Reading:

- **Brown**, Kate, *Dispatches from Dystopia*, (read the last four chapters)

Wednesday Assignment: **Mini Paper # 2: The prompt:** **Brown** narrates in *Dispatches from Dystopia* the histories of locales that have been silenced, broken, or contaminated. In telling these previously unknown stories, Brown offers alternative ways to examine the past. Describe and elaborate on the ways in which she explain the past by providing specific examples.

Week 11: Nov 1 & 3: Environmental History

Reading:

- **Berger et al**, “Environmental and Animal History” by Lloyd Price,

Wednesday Assignment: **Terminology Quiz # 2**

Week 12: **Nov 8 & 10:**

Reading:

- **Jenks, Andrew L. *Perils of Progress: Environmental Disasters in the Twentieth Century*** (read the introduction and the first two chapters)

Week 13: **Nov 15 & 17:**

- **Jenks, Andrew L. *Perils of Progress: Environmental Disasters in the Twentieth Century*** (read the last two chapters and the epilogue)

Wednesday Assignment: **Comparative Review Project: The prompt:** How does studying history through the lens of Environmental History differ from the approaches you have read previously? How do various schools of history intersect with each other? Compare and contrast these approaches with each other. You must refer to *Perils of Progress* when you discuss the intersections of various schools of history by placing it into existing historiography.

Week 14: FALL BREAK, no classes on Nov 22 & 24

Week 15: **Nov 29 & Dec 1:**

Monday and Wednesday assignments: Meet with your peers to discuss your papers

Week 16: **Dec 6 & 8: Oral Presentations** of the Historiography papers

Reading:

Week 16: **Dec 13 & 15: Oral Presentations** of the Historiography papers

Week 17: **Dec 17: Both the Historiography and Self-reflective Essays** are due in my office by 5 p.m.

The Schedule of Assignments:

September 1: Oral Presentation # 1

September 8: Terminology Quiz # 1

September 15: Journal # 1

September 29: Journal # 2

October 6: Oral Presentation # 2

October 13: Mini Paper # 1

October 27: Mini Paper # 2

November 3: Terminology Quiz # 2

November 17: Comparative Review Project

November 29 & December 1: Meet with your peers to discuss your papers

December 6, 8, 13, & 15: Oral Presentations of the Historiography papers

December 17: Both the Historiography and Self-reflective Essays are due in my office by 5 p.m.