

Fall 2018
HITO 196
Location: HSS 6008
W 12:00-2:50p

Professor Man
Office: HSS 4051
Office Hours: Tu/W 9:30-10:30 and by
appointment
Email: siman@ucsd.edu

HITO 196: History Honors

COURSE OBJECTIVES

Your goal in HITO 196 is to produce a research prospectus that will serve as your guide for your honors thesis next quarter. In the process, you will fine-tune your research question, identify a body of literature that you are engaging with and building on, identify your archives, and conduct a substantial amount of research. Your responsibilities also include providing intellectual feedback to your colleagues. As such, this course will function as a writing group to assist you as you go from initial proposal to research prospectus.

CREATING A LEARNING ENVIRONMENT

Only a portion of what you learn in this class will be from your instructor and readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join the conversation. You will be accountable to each other. The more involved you become, the more you will gain.

REQUIRED TEXTS

Wayne C. Booth, et al., *The Craft of Research*, Fourth Edition (available at UCSD Bookstore)

For a **reference guide**, see “Reading, Writing, and Researching for History: A Guide for College Students,” Patrick Rael, Bowdoin College, <https://courses.bowdoin.edu/writing-guides/>

GRADING

Attendance and Participation: 20%
Writing Assignments: 10%
Weekly Reading Responses: 10%
In-class Presentation: 10%
Final Prospectus: 50%

Meet with your advisor: Your advisor and I will be your resources for your thesis. We give our best feedback when you produce your best work. As such, you should be meeting with and/or communicating with your advisor regularly. Your advisor gives the final grade for your thesis.

Work hard and consistently: the more you can accomplish this quarter in terms of research, reading, and writing, the better equipped you will be to complete your thesis in a timely manner. The assignments I give you are the minimum you should be doing. Make sure you leave time to **research**, **read**, and **write** each week, depending on where you are in the project.

Attendance and Participation (20%)

You are expected to attend all class sessions and be on time. For an absence to be excused, you must provide a note from a doctor, dean, or an academic adviser at the next class meeting. Unexcused absences, tardiness, and leaving class early will impact your attendance grade.

This is a class based heavily on discussion and participation. You are expected to complete the assigned readings as scheduled and to bring your readings to each class. Please be prepared to participate substantively in every class. You should come to class prepared with at least 1) question and/or comment regarding the readings, including a passage that you would like to discuss; 2) an update of the status of your research and how you've built on the previous week.

Writing Assignments (10%)

For most weeks, you will be asked to turn in writing assignments. These assignments build on one another, and they correspond with the specific components that make up your prospectus. **Bring two hard copies of your assignments to class** (one for me and one for your writing partner). We will devote time to workshop your assignments in class. Each writing assignment is worth 2% of your final grade (for 10% total). Late submissions will not receive a grade, but the assignment should still be completed.

Reading Responses (10%)

To facilitate your participation, you are asked to post a reading response to the class blog on TritonEd for each of the weeks with assigned article(s) beyond *The Craft of Research* (there are five such weeks in total). **The response is due Tuesday before class at 6pm.** Your response should be approximately 350 words and should critically reflect on how the readings address the particular theme of the week. Each response is worth 2% of your final grade (for 10% total). Late responses will not receive a grade but should still be submitted.

In-class Presentation (10%)

During weeks 9 and 10, you will give a 5-7-minute presentation of your research to the class. You are highly encouraged to use visual aid, but it is not necessary. You should discuss the major sections of your prospectus (e.g. argument, secondary literature, primary sources, findings, significance). Presentations will be followed by Q&A. Your participation during Q&A will factor in your grade, even when you are not presenting.

Prospectus (50%)

Your prospectus will be **due December 10 at 12 noon.** Please submit a hardcopy under my office door and on turnitin.

SCHEDULE

Week 1 - October 3: Finding a topic and your writing routine

- *The Craft of Research*, Prologue I, chapters 1 and 2

Assignment: Begin brainstorming ideas for your thesis topic

Week 2 - October 10: Honing your research questions

In-class research workshop with librarian Harold Colson

- *The Craft of Research*, Prologue II, chapter 3 (optional: chapter 4)

- Naoko Wake, “Surviving the Bomb in America: Silent Memories and the Rise of Cross-National Identity,” *Pacific Historical Review* 86 (3) 2017: 472-506.

Assignment: Design your own reading list for the quarter (10-12 items, combination of books and articles). Select one article on your topic and read it critically. What is the article’s approach to your topic? What is its argument? What literature is it engaging with? What new questions or issues does it raise for you? Be prepared to share it with your writing partner in class. Schedule individual meetings with me for Week 3 to discuss your topic.

Week 3 - October 17: Primary Sources

- *The Craft of Research*, chapter 5
- “How to Read a Primary Source,” in “Reading, Writing, and Research for History: A Guide for Students,” Patrick Rael, Bowdoin College, www.bowdoin.edu/writing-guides
- Wendy Warren, “The Cause of Her Grief: The Rape of a Slave in Early New England,” *Journal of American History* 93:4 (2007), 1031-1049.

Assignment: Create a list of 3 primary sources. For each source, note down in 3-4 sentences its significance for your thesis. Pay attention to the essential details: Who wrote it? When was it published? What is it about? What new revelations about your topic emerge from reading these sources?

Week 4 - October 24: Mastering the secondary literature

- *The Craft of Research*, chapter 6

Assignment: Begin reading secondary literature, grouping the readings into 2-3 camps (historiographies/sub-themes). Continue your research of primary sources.

Week 5 - October 31: Historiography and literature review

- Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” *Journal of American History* 91:4 (March 2005): 1233-1263.

Assignment: Write a draft of your literature review. Who has written about your project, both theoretically and specifically? Instead of naming each work and their contribution, write about each of the “camps” you’ve identified, devoting approximately 1-2 paragraphs to each. How are you building on and linking this literature? How does putting these different camps together help you answer your research question?

Week 6 - November 7: Methodology

- Trouillot, Michel-Rolph. “The Power in the Story,” *Silencing the Past: Power and the Production of History* (Boston: Beacon, 1995), 1-30.
- Gordon, Avery. “Introduction” and “Her Shape and His Hand,” *Ghostly Matters: Haunting and the Sociological Imagination*, xv-xx, 3-28.

Assignment: Write a draft of your methodology section (1-2 pages). What methods allow you to get at the questions you ask in your thesis? What gaps or limitations do you foresee, and how will you address them?

Week 7 - November 14: How to make a strong argument

- *The Craft of Research*, Prologue III, chapters 7-8 (optional: chapters 9-11)
- Kelly Lytle Hernandez, "Introduction," *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Chapel Hill: UNC Press, 2017), 1-15.
- Natalia Molina, "Introduction," *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (Berkeley: UC Press, 2014), 1-16.
- Andrew Needham, "Introduction," *Power Lines: Phoenix and the Making of the Modern Southwest* (Princeton University Press, 2014), 1-19.

Assignment: Write an argument for your thesis in 2-4 sentences (with the understanding that your argument will change as you continue reading, researching, and writing).

Week 8 - November 21: Thanksgiving Break - Writing Day

Week 9 - November 28: In-Class Presentation. Prepare a 5-7 minute presentation of the major sections of your prospectus (e.g. argument secondary literature, primary sources, findings, significance).

Week 10 - December 5: Workshop and Wrap Up

- *The Craft of Research*, chapters 12-14

Assignment: Based on the feedback from your presentation, you will write a draft of your prospectus. Bring this to class and we will workshop your papers with peers and the professor. Based on your written work and without your verbal intervention, the class will comment on 1) your research question; 2) how well your primary sources answer your research questions; 3) how well your research questions address the relevant secondary literature; and 4) strengths and weaknesses of the project.

Final prospectus due Monday, December 10, at noon (or before, if you like). Please submit a hardcopy under my office door and on turnitin.

POLICIES

Deadlines

All writing assignments are due at the beginning of class of the due date. I will dock all late writing assignments a third of a letter grade per day (meaning an A paper submitted one day late will receive a B+, etc.). All late work must be made up even if it can no longer earn credit.

Classroom Etiquette

Please refrain from texting, web browsing, emailing, social networking, tweeting and so forth, during class. Rude behavior that is disruptive to the instructor and to your classmates—such as web or phone browsing—is fair grounds for a lowered participation score or removal from class. Please turn off your cell phones. If you have an emergency situation that requires you to be available by cell phone, please let me know before class begins.

As a class based heavily on discussions, I ask that you interact civilly with participants of differing opinions, and treat others with respect regardless of race, sex, ethnicity, religion, gender identity, sexual orientation, or disability. That said, some of our topics and readings are controversial and I welcome respectful and informed argumentation and debate. Your grade will never suffer merely from you adopting a different viewpoint or interpretation than that of your instructor and classmates.

Academic Honesty & Integrity

Please review the UCSD policy on Academic Integrity at <https://academicintegrity.ucsd.edu/>. Furthermore, be aware of rules against cheating, plagiarism, falsification, and collusion. Though it's unpleasant to discuss, I am obligated to state here that violations will result in certain failure of the assignment and potential failure of the course or final grade deduction, along with referral to UCSD administrators for further action (which may include probation, suspension, or expulsion).

In particular, by submitting written work for this class, you attest that the words, concepts, and ideas are your own except where explicitly attributed to others using a recognized academic citation style (in our case, Chicago style). I am not willing to accept that an unattributed phrase, sentence, or paragraph from someone else's article, book, or webpage floated into your paper "by accident." Other forms of academic dishonesty include, but are not limited to, copying from another student's test, doing assignments or tests for another student, or colluding with others to engage in academic dishonesty.

Finally, please note that it is a violation of academic honesty policies for you to combine submissions for this class with those for another class, or to submit material here that has already been submitted elsewhere, only original work done for this class will be accepted.

Accommodations for Disabilities

Students who may need academic accommodations due to a disability are encouraged to contact Office for Students with Disabilities (<https://students.ucsd.edu/well-being/disability-services/index.html>). I will support any accommodation requests approved by OSD.

Resources for Students

I encourage you to use the resources available to you on campus to help you produce your best written work for this class. I am always available to help, but you may also consider the following other resources:

Teaching + Learning Commons

- Make an appointment by visiting: <http://commons.ucsd.edu/students/writing/index.html>

UCSD Library

Harold Colson, librarian, specialist in international relations and U.S. History
Hcolson@ucsd.edu

Alanna Aiko Moore, librarian, specialist Ethnic Studies, Sociology, and Gender Studies
aamoore@ucsd.edu