

Fall 2017
HITO 196
Location: HSS 4025
Tues 12:00-2:50p

Professor Man
Office: HSS 4051
Office Hours: Tues 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 by the end of this quarter 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, building on, and in dialogue with, 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. The more involved you become, the more you will gain.

REQUIRED TEXTS

Wendy Belcher, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (available for purchase 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: 10%
Weekly Reading Responses: 10%
Weekly Assignments: 20%
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 sending emails to your advisor regularly. Your advisor assigns the final grade for your thesis.

Work hard and consistently: the more you can accomplish this quarter in terms of research, mastering the secondary literature, and writing will set you up 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 (10%)

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.

You are expected to complete the assigned readings as scheduled and to bring your readings to each class. Please be prepared to participate substantively. You should come to class prepared with at least 1) question and/or comment regarding the readings; 2) a passage that you would like to discuss.

Reading Responses (10%)

To facilitate your participation, you are asked to post a reading response to the class blog on TritonEd each week starting week 2. Your response should be approximately 350 words and should critically examine the argument and evidence presented in the readings.

Week 1 - October 3: Designing a Writing Schedule

- Belcher, Week 1, "Designing Your Plan for Writing," 1-42

Assignment: Begin brainstorming ideas for your thesis topic. Jot down for yourself: what are three take-aways and/or things you will try?

Week 2 - October 10: Components of an Essay

- Belcher, Week 2, 43-65.
- 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.
- Joanne Meyerowitz, "'How Common Culture Shapes the Separate Lives': Sexuality, Race, and Mid-Century Social Constructionist Thought," *Journal of American History* 96:4 (March 2010): 1057-1084.

Assignment: Continue brainstorming and narrowing down ideas for your topic. 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. 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: Library Research Workshop (meet at Geisel)

- "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

Assignment: Create your own list of 3 to 4 primary sources. For each source, note down in 2-3 sentences its significance for your thesis. Who wrote it? What is it about? How does it revise and/or confirm your preexisting thoughts about your topic?

Week 4 - October 24: How to Make a Strong Argument

- Belcher, Week 3, “Advancing Your Argument,” 67-97.
- 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.
- Naomi Murakawa, “The First Civil Right: Protection from Lawless Racial Violence,” in *The First Civil Right: How Liberals Built Prison America* (Princeton: Princeton University Press, 2014), 1-26.

Assignment: Write an abstract of your work, make sure it corresponds to Belcher’s abstract exercise (page 59).

Week 5 - October 31: Historiography and Literature Review

- Belcher, Week 5 “Reviewing the Related Literature,” 139-169, and Week 6, “Strengthening Your Structure,” 171-187
- Du Bois, “The Propaganda of History,” in *Black Reconstruction in America* (New York: The Free Press, 1992 [1935]), 710-729.
- 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, group them into 2-3 camps, at most, and give the gist. Are you building on, overturning, and/or linking this literature?

Week 6 - November 7: Methodology

- Belcher, Week 7, “Presenting Your Evidence,” 189-200.
- Trouillot, Michel-Rolph. “The Power in the Story,” *Silencing the Past: Power and the Production of History* (Boston: Beacon, 1995), 1-30.
- Hartman, Saidiya V. Prologue and Chapter One, *Lose Your Mother: A Journey Along the Atlantic Slave Route* (New York: FSG, 2007), 3-48.

Week 7 - November 14: Framing Your Thesis

- Belcher, Week 8, “Opening and Concluding Your Article,” 201-219, and Week 9, “How to Give Constructive Feedback,” 221-233.
- Chris Suh, “What Yun Ch’i-ho Knew: U.S.-Japan Relations and Imperial Race Making in Korea and the American South, 1904-1919,” *The Journal of American History* 104 (June 2017), 68-96.
- Simeon Man, “Aloha, Vietnam: Race and Empire in Hawai’i’s Vietnam War,” *American Quarterly* 67:4 (December 2015): 1085-1108.

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 8 - November 21: Thanksgiving Break - Writing Day

Week 9 - November 28: In-Class Presentation. You should 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

- Belcher, Week 10, “Editing Your Sentences,” 235-266, and Week 11, “Wrapping Up,” 267-270.

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: Your final prospectus is due Monday, December 11, at noon (or before, if you like). Turn in your final to my box in the History Department on the 5th floor of H&SS.

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. Failure on any one assignment, including failure to complete any one assignment, constitutes failure in the course. I will not send reminders about deadlines.

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