

California State University, Long Beach
History 302 (Schedule Number 9325)
Theory and History
Dr. Brett Mizelle

Fall Semester 2005

Tuesdays & Thursdays, 5:00 - 6:15 p.m.

Room LA5-154

Office: Room FO2-109

Office Hours: Tuesdays and Thursdays, 12:30-1:30pm & 3:30-4:30pm; Wednesdays 4:00-6:00pm; and by appt.

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Course Description:

This course, required of all history majors, is designed to introduce students to the history of the historical profession, the conceptual categories of historical inquiry, and the ways in which theory shapes historical research and writing.

It should be taken after completion of History 301 and, like that course, will help students develop both knowledge and skills useful for their upper-division coursework that will be assessed through their final 499 portfolio.

Required Course Texts:

The following books are required for this course and may be purchased at the University Bookstore.

John H. Arnold, History: A Very Short Introduction (Oxford University Press, 2000).

Anna Green and Kathleen Troup, eds., The Houses of History: A Critical Reader in Twentieth-Century History and Theory (New York University Press 1999).

Gail Bederman, Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917 (University of Chicago Press, 1995).

Additional materials will need to be downloaded from databases provided by the University Library. All students will read an additional book and a series of articles or book chapters for their final historiographic project. The books are Ira Berlin, Many Thousands Gone: The First Two Centuries of Slavery in America (1998), Gordon S. Wood, The Radicalism of the American Revolution (1991), and Charles Sellers, The Market Revolution: Jacksonian America, 1815-1846 (1991). The contents of the accompanying packets will be detailed later in the semester.

If you need guidance on appropriate history citation form or instruction in historical research and writing, you may wish to purchase the following: Mary Lynn Rampola, A Pocket Guide to Writing in History, 4th ed. (New York: Bedford / St. Martin's, 2003). All students should also possess both a quality dictionary and a style manual.

Course Assignments & Grading:

1. Reflective essay on your understanding of historiography and the historical profession (10% of course grade)
2. Reaction paper on Bederman's Manliness and Civilization (20%) end of unit 2
3. Oral presentation of a class meeting's readings in the theory unit (10%)
4. Comparative review essay on the benefits and limits of at least two historical approaches (20%)
5. Historiography case study analysis (30%)
6. Miscellaneous Assignments (5%)
7. Attendance & Participation (5%)

Additional information about these assignments will be distributed electronically and discussed in class. Grades will be given in increments, with students in the top 10% of the course receiving an A, the next 10% receiving a B, and so on.

There will be opportunity for extra credit through short reaction papers on guest lectures and texts that appear during the term that are germane to the study of historiography and the profession.

Course Policies

Attendance: Because we cover a great deal of material in this course, prompt and regular attendance is a necessity. Students who miss classes run the risk of receiving a failing grade or receiving a lower grade than the student might have secured with regular attendance. Excused absences must be documented by a doctor's note, a note from the Dean, or advance notice from the Athletic Director. Absences for religious observances are excused; please let me know of dates in advance. I allow one unexcused absence during the semester; thereafter each subsequent unexcused absence will result in the subtraction of points from your participation grade.

Classroom Environment: Feel free to ask questions and express opinions in this course, approaching readings and ideas actively and critically. As you do so, however, please strive to be courteous to your fellow students. To create a respectful and productive environment please avoid unnecessary distractions (such as ringing cell phones, beeping pagers, and conspicuous consumption of snacks) during class meetings.

Course Readings: You are expected to have completed the day's readings prior to coming to class and to be prepared to participate in discussions. Always bring the texts we will be discussing to class.

A Note for History Majors: 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. 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/depts/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh at ssayeghc@csulb.edu or 562-985-4612.

Papers: All work written outside the classroom must be typed or word-processed in a standard 10 or 12 point font, double-spaced, with one-inch margins. Your papers should, at a minimum, both present and critically analyze the main theoretical and historical arguments in your reading. All quotations must be cited by using parenthetical references, footnotes, or endnotes. If you are unsure about how or what to cite, please ask me. All papers should have your name, the course title and number, the due date, and an appropriate title or label for the assignment at the top. I strongly recommend that you keep copies of all your work, either on paper or on disk, for your protection.

Your papers will be evaluated for earnest effort and thoughtful, coherent content. Remember to clearly state your thesis and support your arguments with examples. Usage and grammar are not major concerns of grading, but a minimum mechanical competence to insure the "readability" of these papers is expected. I also expect that you will proofread your papers before handing them in. All assignments are due at the beginning of class on the day assigned unless otherwise noted. Electronic submission of papers is not allowed. If you know you are going to miss class on dates assignments are due you must be proactive and request an extension in advance. Late assignments will lose points for each calendar day late and will not be accepted more than one week past their due date without a previously agreed to extension.

Plagiarism & Academic Integrity: Students in this class 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. If I suspect all or part of an assignment may not be your own intellectual work I will ask to see your notes or drafts. I also may require electronic submission of the paper to facilitate running the paper through plagiarism-detecting databases. If you have any questions about academic integrity, please talk with me. I can and will fail a student for major infractions.

Disability Accommodation: Any student who feels that he or she may need an accommodation for any sort of disability should make an appointment to see me during my office hours so we can make arrangements for you to complete the requirements of the class.

Student Services: If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the Writer's Resource Lab (LAB-312; 985-4329) or the Learning Assistance Center (Library East 12; 985-5350).

Technology: The CSULB Technology Help Desk is now available for students. Help is available on a wide range of computer issues including: BeachBoard, Windows and Mac OS, CSULB Internet Accounts, Remote Connectivity, Microsoft Desktop Applications, Anti-Virus, Internet and Web related topics. Visit them on the web at <http://helpdesk.csulb.edu> or contact the THD by phone at 562-985-4959 or send Email to helpdesk@csulb.edu. All students should make sure that their CSULB e-mail accounts forward to their preferred e-mail accounts so that you will receive course assignments and announcements.

Course Schedule:

Note: This syllabus is a work in progress and may be changed during the semester as necessary and appropriate. Changes will be announced in class and posted on the course web page. You are responsible for knowing about any changes.

Unit 1. Introduction to the History of the Profession

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| Sep 01: | What History Has Been | Reading: Arnold, 1-3 |
| Sep 06: | The Possibility and Impossibility of History | Reading: Arnold, 4-5 |
| Sep 08: | What is History For? | Reading: Arnold, 6-7 |
| Sep 13: | Discussion: So What?
<i>Reflective Essay due</i> | |

Unit 2: Conceptual Categories of Historical Inquiry

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| Sep 15: | Thinking About Gender and Race | Reading: Green & Troup, 10 & Higginbotham |
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Evelyn Brooks Higginbotham, "African American Women's History and the Meta-Language of Race," *Signs* 17.2 (1992), 251-274 (via J-Stor)

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| Sep 20: | Late 19th Century Gender Formulations | Reading: Bederman, 1 |
| Sep 22: | Lynching & Manhood | Reading: Bederman, 2 |
| Sep 27: | Turning to the Primitive | Reading: Bederman, 3 |
| Sep 29: | Women Recasting Civilization | Reading: Bederman, 4 |
| Oct 04: | Imperial Manhood | Reading: Bederman, 5 & Conclusion |

Assignment: Find a minimum of three reviews of Bederman's book in academic journals and one article of interest to you which cites Manliness and Civilization. Skim and mark up these texts and bring them to class for discussion on Tuesday.

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| Oct 06: | Discussion of the Significance of Bederman's Work | |
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Unit 3: Theory

Oct 11:	Empiricist History <i>Reaction Paper due</i>	Reading: Green & Troup, 1
Oct 13:	Marxist History	Reading: Green & Troup, 2
Oct 18:	Psychohistory	Reading: Green & Troup, 3
Oct 20:	The Annales School	Reading: Green & Troup, 4
Oct 25:	Historical Sociology	Reading: Green & Troup, 5
Oct 27:	The Quants	Reading: Green & Troup, 6
Nov 01:	Anthropology & Ethnohistory	Reading: Green & Troup, 7
Nov 03:	No Class Meeting	
Nov 08:	Narrative History	Reading: Green & Troup, 8
Nov 10:	Environmental History	Reading: Crosby & Ritvo

Alfred W. Crosby, "The Past and Present of Environmental History," American Historical Review 100.4 (1995), 1177-1189 (via J-Stor); Harriet Ritvo, "Animal Planet," Environmental History 9.2 (2004), 204-220 (via History Cooperative)

Nov 15:	Cultural History	Reading: Eley & Zboray and Zboray
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Geoffrey Eley, "What is Cultural History?" New German Critique 65 (1995), 19-36 (via J-Stor); Ronald J. Zboray and Mary Saracino Zboray, "Between 'Crockery-dom' and Barnum: Boston's Chinese Museum, 1845-1847," American Quarterly 56.2 (2004), 271-307 (via Project Muse)

Nov 17:	Poststructuralism / Postmodernism	Reading: Green & Troup, 11
Nov 22:	Postcolonialism	Reading: Green & Troup, 12
Nov 24:	Thanksgiving Holiday	

Unit 4: Historiography

Nov 29:	Overview: Major Problems in Pre-Civil War American Historiography <i>Comparative Review Essay due</i>	
Dec 01:	American Slavery	Reading: Berlin, <u>Many Thousands Gone</u> & packet
Dec 06:	The American Revolution	Reading: Wood, <u>Radicalism</u> & packet
Dec 08:	The Market Revolution	Reading: Sellers, <u>Market Revolution</u> & packet
Dec 15:	Final Class Discussion & Wrap-Up, 5:00 – 7:00 p.m., location to be determined <i>Historiography case study due</i>	