

HIST 5000: Introduction to Graduate Study in History
Fall 2018
Professor Chris Endy

Meetings: Thursdays, 6:00 to 8:45 pm in King Hall C4065
Instructor's Office: King Hall 4076A
Email: cendy@calstatela.edu

Office Hours: Tues/Thur from 3:00 to 4:30 pm and from 5:30 to 5:55 pm
*You do not need an appointment to visit office hours; just arrive unannounced to ask questions or simply talk. If you can't make office hours, please let me know and we can arrange another time or way to connect. You can find my office on the fourth floor of King Hall, across from the Geosciences Dept. Office. My room number is **King Hall C4076A**.*

Phone: 323-343-2046 (good during office hours; email is better on other days.)

Website: I also have a personal faculty webpage with advice on surviving college and links to some of my favorite things:
<http://www.calstatela.edu/faculty/christopher-edy>

Overview: The goal of this class is to help you develop the intellectual background and practical skills that will help you succeed in the rest of your graduate studies in history. In this class, you will explore some of the important theoretical and methodological questions that excite, inspire, and challenge historians today. You will gain a deeper appreciation of the strengths and weaknesses of different approaches to history, such as the social, cultural, Marxist, postmodern, and transnational approaches. You will also develop or refine some of the key skills that all historians need, especially the ability to comprehend large amounts of scholarship, to write critical reviews of that scholarship, and to develop original research questions.

Here is a **list of important skills and concepts** you will explore in HIST 5000:

- how to skim readings quickly and effectively
- how to take notes on readings that will help you excel with later projects
- how to read for argument
- how to think historiographically
 - how to find an author's key historiographic claims
 - how to write book reviews and historiographic essays
 - how to propose new research ideas that advance the historiography

- how to find and evaluate information resources
 - how to use key library databases and other library resources
 - how to use the open internet for research
 - how to evaluate the strengths or quirks of specific journals
- how to identify and evaluate key historiographic approaches and concepts
 - structure vs agency
 - influence of Karl Marx
 - bottom-up history and oral history
 - transnational history
 - cultural approaches and thick description
 - critical theory and postmodernism ...and more!
- how to build a sense of belonging and community as a historian
 - community with other students on campus
 - community with department faculty
 - community in the discipline and profession of history
 - connection to a specific academic history journal
 - connection to an H-Net community and listserv

Grades and Assignments

Class Participation	20%
Reading Notes x12	30% (about 2.5% each)
Review of Reviews	3%
Faculty Analysis Pt. 1	2%
Faculty Analysis Pt. 2	5%
Journal Analysis Pt. 1	4%
Journal Analysis Pt. 2	7%
Book Review	7%
Final Essay	22%

•We will use a "+/-" system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the paper. Please also note that students will most likely receive a failing grade for the course if they miss four or more class sessions or fail to submit a major assignment.

Required Readings: The following five books are required readings, and you are expected to obtain a copy of each in time for the relevant class sessions. The books will prove useful for the remainder of the semester, including finals week:

Zachary Shore, *Grad School Essentials: A Crash Course in Scholarly Skills* (Berkeley: University of California Press, 2016).

William H. Sewell, Jr., *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005).

Mireya Loza, *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom* (Chapel Hill: University of North Carolina Press, 2016).

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage, 1977, 1995).

Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (New York: Oxford University Press, 2013).

We will also read numerous articles and book chapters, available online (see syllabus schedule for details). Unless otherwise noted, you should have a paper print-out of each online reading for the relevant class session.

Late Policy: Out of fairness to other students, late assignments will be marked down in five-point steps for each week late. For instance, a 92 (A-) paper that is turned in a week after the due date will receive an 87. The same paper turned in two weeks late will receive an 82. Papers received more than an hour after the stated deadline will be treated as a week late.

The Free Late: For two of the assignments (but not the final essay), you can submit your work one week after the due date with no penalty. Simply write "Free Late" near the top when you submit it. You may only take advantage of this option twice; use it wisely.

Note: If you suspect that you might have a problem meeting a deadline, please contact me before the due date. Also note that turning in reading notes late may affect your class participation grade.

What Should I Do If I Start to Fall Behind?: Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as possible. If a real hardship arises and you let me know what's going on at an early stage, I will do my best to work with you and help you do well in the class.

Plagiarism: Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

How Can I Avoid Plagiarism? As a professor, I've noticed that students often resort to plagiarism when they run out of time or don't understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote. Here are two good websites:

<http://writingcenter.unc.edu/tips-and-tools/plagiarism/>

<http://calstatela.libguides.com/content.php?pid=669390&sid=5542610>

Disabilities: As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two.

Change: I reserve the right to make reasonable changes to the syllabus when needed.

Reading Notes: You are required to submit your reading notes for most class readings. Notes can be typed or hand-written (so long as your hand-writing is legible) and are due at the start of the class. Notes should provide an intimate record of your engagement with the reading. I will not look at notes for polished prose or grammar, but I will look for signs that you have given careful attention to the readings and that you have taken the time to develop your own ideas about the readings. For details on what your Reading Notes should contain, see the "Guidelines for Taking Notes on Readings" in the "Survival Guide" section of Canvas.

CLASS SCHEDULE:

Assignments are due in paper at the start of class, unless otherwise noted.

Week 1—August 23: Class Introduction; Refresher on Historiographic Terms

Week 2—August 28 (TUESDAY)

Email me the name of the professor you are choosing for the faculty profile.

Week 2—August 30: Ways to Read, Critique, and Behave

Shore, *Grad School Essentials*, 1-119, and 146-47 (chapters 1-5 & end of Ch6).

Review of Pierre Bayard, *How to Talk About Books You Haven't Read*, trans. Jeffrey Mehlman (New York: Bloomsbury, 2007).

Michelle Mart, "Tough Guys and American Cold War Policy: Images of Israel, 1948-1960," *Diplomatic History* 20 (Summer 1996): 357-80.

Skim the two short chapters on citations and plagiarism (on Canvas).

Note: You do not to print the citations and plagiarism readings, but bring hard copies of the other readings.

***Visit from Andrea Gutierrez of the Graduate Resource Center at 6pm*

Reading Notes #1 Due (on Shore, Bayard, and Mart)

Week 3—September 6: More on Ways of Reading and Critiquing

Frank Costigliola, "Reading for Meaning: Theory, Language, and Metaphor," in Michael J. Hogan and Thomas G. Paterson, eds., *Explaining the History of American Foreign Relations*, 2nd ed. (New York: Cambridge University Press, 2004), 279-303.

***No assignments this week, but I will provide study questions for Costigliola.*

Week 4— September 10 (MONDAY)

Faculty Analysis Part 1 due via Canvas by 11:59 pm.

Week 4—September 13: Marx and Structures

Jonathan Wolff, *Why Read Marx Today?* (New York: Oxford University Press, 2002), 48-99.

Karl Marx, "The 18th Brumaire of Louis Bonaparte," in *The Portable Karl Marx*, ed. Eugene Kamenka (New York: Penguin, 1983), 287-323.

Reading Notes #2 Due (on Wolff and Marx)

Week 5—September 20: Library Resources, the Internet, and Research Design

Shore, *Grad School Essentials*, 120-47 (chapter 6).

Shaine Scarminach, "Making Waves: U.S. Foreign Policy and the Law of the Sea, 1967-1982," Dissertation Prospectus, University of Connecticut, Spring 2017.

***Note: You do not need to print the Scarminach prospectus*

***Meet in JFK Library for a session with the History Department's Library Liaison, Kendall Faulkner (Library North B-101; one floor below main level)*

Week 6—September 27: Culture: What is it and how do we study it?

Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), 412-53.

Nancy Fraser and Linda Gordon, "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State," *Signs* 19 (Winter 1994): 309-336.

***Also bring your copy of Sewell, Logics of History tonight.*

***Be ready to tell me tonight which journal you will use for the Journal Analysis*

Reading Notes #3 Due (on Geertz and Fraser/Gordon)

Faculty Analysis Part 2 (Essay) Due

Week 7—October 4: Social History, the Cultural Turn, and Postmodernism

Sewell, *Logics of History*, 1-80, 124-51 (chapters 1, 2, and 4)

Reading Notes #4 Due (on Sewell)

Week 8—October 11: Culture and Structure // Writing Reviews

Sewell, *Logics of History*, 152-96, 225-317 (chapters 5, 6, 8, and 9).

Bruce Mazlish, "The Art of Reviewing," *Perspectives* [American Historical Association newsletter], February 2001,

www.historians.org/perspectives/issues/2001/0102/0102vie1.cfm

Reading Notes #5 Due (on Sewell)

Week 9—October 14 (SUNDAY)

Journal Analysis Part 1 due via Canvas by 11:59 pm.

Week 9—October 18: Gender and Sexuality

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986), 1053-75.

Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 18 (Spring 2006): 11-21.

Lisa Sousa, "Spinning and Weaving the Threads of Native Women's Lives in Colonial Mexico," in Nupur Chaudhuri, Sherry J. Katz, and Mary Elizabeth Perry, eds., *Contesting Archives: Finding Women in the Sources* (University of Illinois Press, 2010), 75-88.

Mark Overmyer-Velázquez, *Visions of the Emerald City: Modernity, Tradition, and the Formation of Porfirian Oaxaca, Mexico* (Durham: Duke University Press, 2006), 122-152.

****Note:** Everyone should print the whole Scott article. For the other three articles, it's ok to print just the introductions if you want to save ink or money.

****Also** bring your copy of Foucault, *Discipline and Punish* tonight.

Reading Notes #6 Due

Review of Book Reviews Due

Week 10—October 25: Oral History and Public History

Loza, *Defiant Braceros*, whole book

Reading Notes #7 Due (on Loza).

Week 11—November 1: Critical Theory

Foucault, *Discipline and Punish*, whole book

Reading Notes #8 Due (on Foucault)

Week 12—November 8: Applying Critical Theory

Malick W. Ghachem, "Prosecuting Torture: The Strategic Ethics of Slavery in Pre-Revolutionary Saint-Domingue (Haiti)," *Law and History Review* 29 (November 2011): 985-1029

Elizabeth Hinton, "A War within Our Own Boundaries": Lyndon Johnson's Great Society and the Rise of the Carceral State," *Journal of American History* 102 (June 2015) 100

Reading Notes #9 Due (on Ghachem and Hinton)

Book Review (on Loza) Due

Week 13—November 15: Public History and Digital History

Readings TBD (articles, chapters, and websites; about 100 pages)

Reading Notes #10 Due (on readings)

Journal Analysis Part 2 Due

22 November: NO CLASS—THANKSGIVING HOLIDAY

Week 14—November 29: Applying Ideas and Skills; Preparing for Final Essay

Brown, *Plutopia*, whole book.

Reading Notes #11 Due (on Brown)

Week 15—December 6: Preparing for the Final // Examining Historians' Careers

Readings to be determined (numerous short readings on careers)

Reading Notes #12 Due (on short readings and on final essay prep)

Finals Week—December 13th: Course Conclusion

Final Essay due by 5:00 pm via Canvas

Potluck party to celebrate, from 5:15 to 7:00 pm, in our classroom.