

HITO 196: Honors Seminar

Mary Klann, PhD

W 1:00-3:50 pm*

Fall 2020

* *This class is fully remote and mostly asynchronous. We will be meeting synchronously at a few points this quarter.*

How to Contact Me:

Email: mklann@ucsd.edu

Feel free to contact me via email or send a message through Canvas. I usually respond within 24 hours during weekdays, 48 hours on weekends. (I try very hard to avoid looking at emails on Saturdays.) If you don't hear back from me in 48 hours, feel free to send a follow-up.

Where to Find Required Readings and Materials:

There are no required books to purchase for this class. All required reading for this course will be available online, via PDF or link through our course Canvas site.

Student Hours: I will hold virtual student hours via Zoom on **Wednesdays from 12:00 - 2:00 pm**. You can find the link to join our Zoom meeting on our course home page on Canvas. In these meetings, you have the option to video conference or chat. These are open meetings, no need to make an appointment first!

Course Description

In this course, we will explore how historians research, form arguments, and write. We will examine examples of historical arguments, historical narratives, historians' research experiences, and historiography. Students will also cultivate their own writing practices, give and receive feedback to and from their classmates, and share their research findings. At the end of the course, students will have produced a research prospectus that will serve as the guide for the honors thesis. Students will identify a topic, research primary sources, and engage in the relevant historical literature to identify and state an argument and intervention.

Course Learning Objectives

By the end of this course, students will be able to:

1. Identify a research question and relevant primary sources to help answer that question.
2. Identify and synthesize the historiography the honors thesis will engage with.
3. Cultivate a regular writing practice.
4. Produce a research prospectus that will serve as the guide to the honors thesis.

Accommodation of Disabilities and Access Needs

I have made every effort to make this course accessible to all students, including students with disabilities. If at any point during the course, you encounter a circumstance (mental, physical, cognitive, legal, personal, etc.) that affects your ability to fully access and participate in this course, you are welcome

(but not required) to contact me to discuss your specific needs. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Students are required to present their AFA letters to faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, please contact the OSD: 858-534-4382, osd@ucsd.edu.

Basic Needs, Health and Well-Being

For those remaining on campus, the **Hub Basic Needs Center** and the **Triton Food Pantry** will remain open for the Fall Quarter. Through these programs, located at the Original Student Center, students can obtain essential resources, including access to food, stable housing, and financial wellness resources.

UCSD's **Counseling and Psychological Services (CAPS)** is open for video and phone visits and urgent care visits. We're in a chaotic moment, and there is a lot of uncertainty. If you are feeling anxious or worried and it is affecting your ability to succeed in our class, please reach out for help! I will do what I can and refer you to other resources available.

Academic Integrity

While this course encourages intellectual cooperation and discussion, all materials submitted for a grade must represent **your own work**. Proper citation of other people's work is required. Suspicion of academic misconduct and plagiarism will be investigated, and verified cases will be reported to the [Academic Integrity Office](#) according to university policy.

Preferred Names and Pronouns

In our Interactive Syllabus, please be sure to let me know what you'd like to be called, and if you would like to share them, your preferred gendered pronouns. If at any point in the semester you wish to communicate with me about this matter, please do not hesitate to do so.

Online Learning

Collaboration and "Netiquette"

Although this is an online course, you will frequently engage with your classmates and me every week. Since we will often discuss challenging issues, it will be our collective responsibility to make sure that our virtual interactions are always respectful and supportive of the views, experiences, and expertise of others. Keep in mind that if a comment or action is inappropriate *in person*, it is also inappropriate *online*. To create a course culture of courtesy, collegiality, and cooperation, remember that we know more together than any one of us knows individually.



Online Learning and Technical Requirements

Since this course is entirely online, we will not see each other in a regular classroom every week. But, we will be in contact with each other. Although you will do most of your work apart from other students, you will not be isolated! For example,

- You will post your opinions about historical writing and research to our course blog and annotations
- You will respond to other students' opinions through our course blog and reading annotations
- You will collectively annotate course readings as a class
- You will read, listen, and respond to other students' research progress, writing, and ideas
- I will respond to your writing with thoughtful feedback
- You will correspond with me via email and/or Canvas messaging

Our class will be conducted through Canvas and through our very own course blog! If you have any questions or need assistance with Canvas, please visit the [IT Service website](#). There, you can find more information about the technical requirements for online learning.

Here's the exact tools we'll be using:

- **Canvas** (I recommend downloading the Canvas app if you have a smartphone)
- **Course blog through [update Squarespace blog]**
- **Hypothesis** (collective annotation tool, you'll need to create a **free** account)
- **Padlet** (no need to create an account, I'll show you how to use this!)

Access to a reliable functioning desktop or laptop computer and internet connection will certainly help you complete this class successfully. ***Please let me know if you have any difficulty accessing Canvas or other course tools if your primary device is your smartphone or tablet. I am working to make sure that course resources are easily accessible on mobile devices, but I want to make sure I catch any problems!***

(Un)Grading Policy

In this class, I'm taking a very different approach to grading than I have taken in the past. I am eliminating all grades for individual assessments and weekly participation activities. Why? Educational and psychological research has shown that the use of grades diminishes interest in learning. Also, grades tend to stress people out! My goal for everybody is to come away from this class feeling proud of what you accomplished and having met your own learning goals. So, in this course, **you will be determining your own grade.**

How does it work?

I will provide feedback (lots of feedback) throughout the semester on your assessments (Research Journal, Padlet, and Prospectus) and your class participation (annotations and comments on blog posts and reading annotations). You'll also receive comments and feedback regularly from your peers. But, your final grade in the course is up to you. (SERIOUSLY!) I want everybody to pass the class. Whether you want to go for an A, B, or C is your choice.

At the end of each assignment, you'll complete a "Declaration" quiz in Canvas. (It is called a "quiz," but it isn't testing you on anything. It is just a true/false checklist where you confirm that the assessment is completed.) Once you complete the quiz, you will see your points in the Canvas Gradebook. (The points are there for you to keep track of your progress in the course.) You'll also complete a Declaration quiz at the end of each week to confirm that you've met the benchmarks for class participation.

After every assessment and twice throughout the quarter you'll also turn in Reflections. These are informal responses to the assignment itself. I'll ask you to reflect on what you learned, what you enjoyed about the assignment, and anything you'd like to change for next time. (The reflections will only be seen by me, so it is a good place to express concerns if you have them.)

This class is also highly collaborative. We are all learning "in public" in a sense in this course. You'll be sharing your thoughts and analysis with your peers and providing comments that help to further the discussion. You'll also be able to participate in conversations with me in the margins of the module posts and readings.

Here's how the points will be calculated:

Weekly Reading Annotations	10 points per week = 70 points total
Weekly Triumphs/Fails Padlet (Writing Group Check In)	2 points per week = 20 points total
Research Journal	30 points each = 60 points total
Prospectus	50 points
Prospectus Presentation and Peer Feedback	20 points
Reflections	5 points/reflection, 10 points total
Class Padlets	5 points each, 15 points total
Interactive Syllabus	5 points
Total Points	250 points

It is up to you how you want to accumulate those points! But, for your reference...

- To get an A, you'll need at least 225 points
- To get a B, you'll need at least 200 points
- To get a C, you'll need at least 175 points

Assessments

Interactive Syllabus

Read the interactive syllabus and answer the questions. Full points will be awarded just for completing this assignment.

Interactive Syllabus Due: Sunday, October 11, 5 points

Weekly Reading

Annotations: Each week, you will be responsible for annotating a set of required readings via Hypothesis. The readings are either examples of historians engaging with the topic that we're covering that week, or pieces to get you thinking about the process of historical writing and researching. I'll post some questions

to get us started in the annotations, but we'll be free to expand on aspects of the readings that we find useful, interesting, or worthy of thoughtful critique.

Weekly Reading Annotations Due Every Sunday, Weeks 1-7, 10 points each

Weekly Practice

Writing Groups: At the beginning of the quarter, we'll set up small writing groups (2-3 people). You'll be working with your writing group to set up a format that makes the most sense for you to provide support, feedback, and accountability to each other throughout the quarter. Every week, you'll post to our Triumphs and Fails Padlet reporting on the work you've done with your Writing Group.

Triumph/Fail Padlet Post Due Every Sunday, Weeks 1-10: 2 points each

Research Journal: The research journal will become the scaffolding for your final prospectus. It will essentially be one document that you'll work on throughout the quarter with notes on primary and secondary sources, ideas about your historiographical intervention, and ideas for your thesis argument. You'll be turning this in to me for detailed feedback twice throughout the quarter, and sharing it with your writing group as well.

Research Journal Due: Sunday, October 25 (End of Week 3), 30 points

Research Journal Due: Sunday, November 15 (End of Week 6), 30 points

Ventilation File: The Ventilation File is a document that you will not share with me or anyone else. This is the document you'll turn to to free write, without judgment or expectations, if/when you get stuck.

Class Padlets: Throughout the quarter, you'll share your progress to Padlets and receive suggestions and feedback from me and your peers. These Padlets are ways to keep us accountable and on track throughout the quarter. They are also a way for you to keep in touch with each other if you have interesting or relevant information to share about others' projects.

You'll share to the following:

- Reading List Padlet: **Due: October 18 (End of Week 2), 5 points**
- Primary Sources Padlet: **Due October 25 (End of Week 3), 5 points**
- Thesis Argument Padlet: **Due November 22 (End of Week 7), 5 points**

Prospectus

Prospectus: At the end of the quarter, you'll have a coherent, succinct document that identifies your assessment and synthesis of the relevant literature for your research topic, the primary sources you'll engage with in your thesis, and your thesis argument. This document is the prospectus. The primary purpose of the prospectus is to give you a concrete plan of how you'll proceed with writing your thesis. It is a useful document, but it is important to remember that it is just that: a plan. Once you get into your thesis writing, you might find that your plans change!

Prospectus Due: Friday, December 18 (End of Finals Week), 50 points

Prospectus Presentation: We will be devoting the last two weeks of class to presentations and synchronous discussions of everyone's prospectuses. You'll be responsible for presenting your information

about your topic, sources, and argument, and we'll talk through everyone's topics together. **You are responsible for attending at least one of these synchronous sessions.**

Presentation/Peer Feedback: Wednesday December 2 and Wednesday December 9, 1:00-3:50 pm, 20 points

Reflections

I'll ask you to reflect on your research progress, experiences with your writing group, and writing process twice in the quarter: once in Week 5 and once at the end of the quarter. Each of these reflections will only be seen by me. The first one will give you an opportunity to check in and correct any issues you see, and the second one will give you a chance to see what worked this quarter that you might want to bring into your writing practice for the rest of the year.

Reflections Due: Sunday, November 8 (End of Week 5) and Sunday, December 13 (End of Week 10), 10 points each

Late Work Policy

There is an automatic two-day grace period for weekly class participation and assessments. (**Basically any time there is a due date, you have up to two days to turn in whatever is due.**) On time assessments are always encouraged but you have two days after the scheduled due date to turn in your assignment with **no questions asked**. As for extensions, I have no problem granting them if you need them. Seriously, just ask! I am happy to work out a plan with you to submit what you need to, when you are able.

I reserve the right to change the syllabus. If I do so, I will notify you in a timely manner.

Schedule of Weekly Topics, Readings, and Assessments

Week 1: Finding a Topic and Establishing Your Writing Routine (October 5-11)

Interactive Syllabus Due October 11

Reading:

1. Martha Hodes, "A Story and a History," in *The Sea Captain's Wife: A True Story of Love, Race, and War in the Nineteenth Century* (New York: W.W. Norton Company, 2006): 17-37.
2. Ken MacRorie, "Textbooks That Don't Embalm," *New York Times* September 3, 1979
3. Ken MacRorie, "Free Writing," in *The I-Search Paper, Revised Edition of Searching Writing* (Portsmouth, NH: Boynton/Cook Publishers, 1988): 2-9.
4. Joli Jensen, "Craftsman Attitude," and "Three Taming Techniques," in *Write No Matter What: Advice for Academics* (Chicago: The University of Chicago Press, 2017): 10-13; 17-21.

Practice:

- Establish a 15-minute/day writing practice.
- Set up a ventilation file for your prospectus.
- Brainstorm ideas for your own research question/topic.
- Meet with Prof. Klann individually.

Week 2: Honing Your Research Question and Forming Writing Groups (October 12-18)

Research workshop with Harold Colson and Heather Smedberg, UCSD Library 1 pm via Zoom

Reading:

1. Saidiya Hartman, "Prologue: The Path of Strangers," in *Lose Your Mother: A Journey Along the Atlantic Slave Route* (New York: Farrar, Straus, and Giroux, 2007): 3-18.
2. Paul J. Silvia, "Starting a Writing Group," in *How to Write A Lot: A Practical Guide to Productive Academic Writing* 2nd ed. (Washington, DC: American Psychological Association, 2019), 47-57.
3. Patrick Rael, "How to Read a Secondary Source," "How to Read a Primary Source," "'Predatory' Reading," "Some Keys to Good Reading," "Argument Concepts," and "Analyzing Arguments," in Reading, Writing, and Researching for History: A Guide for College Students (Bowdoin College, 2004): 13-27.

Practice:

- Meet with your writing group to work out a schedule and preferred format for weekly meetings.
- Design your first draft of your reading list for the quarter and share to the **Reading List Padlet**.
- Start your research journal.

Week 3: Primary Sources (October 19-25)

Research Journal Due October 25

Reading:

1. Lisa Brooks, "Introduction," in *Our Beloved Kin: A New History of King Philip's War* (New Haven: Yale University Press, 2018): 1-16.
2. *AHR Exchange, The American Historical Review* 125, no. 2 (April 2020): 519-551.
 - A. David J. Silverman, "Living with the Past: Thoughts on Community Collaboration and Difficult History in Native American and Indigenous Studies," 519-527.
 - B. Christine M. DeLucia, "Continuing the Intervention: Past, Present, and Future Pathways for Native Studies and Early American History," 528-532.
 - C. Alyssa Mt. Pleasant, "Contexts for Critique: Revisiting Representations of Violence in *Our Beloved Kin*," 533-536.
 - D. Philip J. Deloria, "Cold Business and the Hot Take," 537-541.
 - E. Jean M. O'Brien, "What Does Native American and Indigenous Studies (NAIS) Do?" 542-545.
 - F. David J. Silverman, "Historians and Native American and Indigenous Studies: A Reply," 546-551.

Practice:

- Work on your research journal.
- Brainstorm/identify three primary sources for your topic and share to the [Primary Sources Padlet](#).

Week 4: Mastering the Secondary Literature (October 26-November 1)

Reading:

1. Stephanie Smallwood, "Introduction," in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007): 1-8.
2. Vincent Brown, "Social Death and Political Life in the Study of Slavery," *The American Historical Review* 114, no. 5 (December 2009): 1231-1249.

Practice:

- Work on your research journal.

Week 5: Historiography and Formulating Your Intervention (November 2-8)

***Optional Synchronous Zoom Meeting with Alexis Coe* - Information TBA**

Reading:

1. Alexis Coe, "Preface: You Never Forget Your First—But You Do Misremember Him," and "Introduction: The Thigh Men of Dad History," in *You Never Forget Your First: A Biography of George Washington* (New York: Viking, 2020): xxv-xl.
2. Joli Jenson, "One More Source," in *Write No Matter What*, 71-74.
3. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald, "Engaging Sources," in *The Craft of Research* 4th ed. (Chicago: University of Chicago Press, 2016): 85-104.

Practice:

- Work on your research journal - focus on your intervention in the historiography.

Week 6: Methodology (November 9-15)

Research Journal Due November 15

Reading:

1. Jon Wiener, "Arming America and 'Academic Fraud'" in *Historians in Trouble: Plagiarism, Fraud, and Politics in the Ivory Tower* (New York: The New Press, 2005): 73-93.
2. "Arming the Past: An Interview with Michael Bellesiles" *Contingent Magazine* August 24, 2019.

3. Michel-Rolph Trouillot, "An Unthinkable History: The Haitian Revolution as a Non-event," in *Silencing the Past* (Boston: Beacon Press, 1995): 70-107.

Practice:

- Work on your research journal - focus on methodology section. How are you planning on approaching your sources in your thesis?

Week 7: How to Make a Strong Argument (November 16-22)

Reading:

1. Booth et. al, "Assembling a Research Argument," "Making Good Arguments: An Overview," and "Making Claims," in *The Craft of Research*, 107-131.

Practice:

- Draft an initial argument for your thesis. Spend some time thinking through the argument and why you've arrived at it and share that to the **Thesis Argument Padlet**.

Week 8: Writing Week/Thanksgiving (November 23-29)

Practice:

- Work on putting your prospectus together from your research journal.
- Take a break. REALLY!

Week 9: Presentations (November 30-December 6)

Synchronous Meeting this Week: Wednesday December 2, 1-3:50 pm

Practice:

- Present your sources, historiographical intervention, methods, and argument to the group.
- Give feedback to others.

Week 10: Presentations (December 7-13)

Synchronous Meeting this Week: Wednesday December 9, 1-3:50 pm

Practice:

- Present your sources, historiographical intervention, methods, and argument to the group.
- Give feedback to others.

Finals Week (December 14-19)

Prospectus Due Friday, December 18