Spring Semester 2004
Tuesday & Thursday, 3:30-4:45 p.m.
Room LA5-148

Office: Room FO2-109
Office Hours: Tuesday & Thursday 2:00-3:30, Wednesday 4:00-6:00, and by appointment
E-Mail: dmizelle@csulb.edu
Course Web: http://www.csulb.edu/~dmizelle/teaching.html & http://www.beachboard.csulb.edu
Phone: 562-985-4424 (Office); 562-985-4431 (History Department)

Course Description:

History 499 is a seminar for graduating seniors and requires that students demonstrate baccalaureate-level mastery of historical processes and historical literature. This section of History 499 will examine recent work in American environmental history. While an extensive background in the historiography about the human place in nature is not required, it is assumed that all participants in the seminar have had sufficient upper-division course work in American history.

We will begin the semester by analyzing the ways intellectuals have defined American history and culture, concentrating on the paradigm shift of the 1940s that undermined the dominant ideology of American exceptionalism and bourgeois nationalism. This examination of ideology, aesthetics, and the cultural authority of the national landscape will provide us with some conceptual tools useful in our subsequent exploration of some of the major issues and themes in the study of nature and culture in the United States.

Although I will occasionally make brief presentations on selected topics and readings, this seminar will revolve around student reading, in-class discussion, and research. Because this class is a cooperative effort I expect each of you to attend class meetings having completed the reading and prepared to participate in a lively, informed and constructive manner.

Required Course Texts:

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

David W. Noble, Death of a Nation: American Culture and the End of Exceptionalism (2002).

Additional materials complimenting these works may be handed out in class. All students should also have a style manual (the History Department now publishes its own style manual, available at F02-106 for $5.00) and a quality dictionary to look up the unfamiliar words you will inevitably find in our readings.

Course Assignments & Grading:

1. Portfolio, including a preliminary portfolio review 25%
2. Research paper 25%
3. Research paper preliminaries 10%
   Possible research questions, due February 19th.
   Refined research questions, due March 4th.
Sources, research question and preliminary bibliography, due March 18th.
Formal research proposal and annotated bibliography, due April 13th.

4. Weekly Reading Quizzes & Questions 10%
5. Book Review 10%
6. Research Presentation 10%
7. Attendance & Participation, including discussion leadership 10%

Portfolios: Students must submit a preliminary portfolio for perusal by Professor Berberian (the portfolio "czar"!) or myself (or both) on February 12th. Her office is FO2-215 and her office hours are Tuesday and Thursday, 2:00–3:30 and by appointment. The purpose of the preliminary evaluation is to provide feedback in preparation for the final portfolio assessment. Students may submit work from History 499 (including the research paper) in their final portfolio. Guidelines for the portfolio are attached below and can also be found on the History Department website (http://www.csulb.edu/depts/history/).

Research Papers: Students must submit a major research paper of approximately 20-25 pages in length. These papers may be based on either historiographical or primary-source research. All research topics must be related to the themes addressed in this seminar. Students will be responsible for submitting potential and refined questions, a research question and preliminary bibliography, and a formal research proposal with an annotated bibliography.

Research Presentation: Each student will be responsible for a formal twenty minute presentation of the research project and conclusions. We will develop a scoring guide in one of our seminar meetings that will be used to assess these presentations.

Reading Quizzes & Questions: All students 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. To ensure that you are keeping up with our readings, you will be quizzed once per week on a given day's assignment. These quizzes will be brief and informal and cannot be made up if missed (although I can make alternative arrangements for you if you notify me in advance that you are missing a class).

Book Review: Students will prepare a formal book review—not book reports—on one of the monographs we are reading during the semester. We will match reviewers to our course schedule during our first class meeting.

Discussion Leadership: As part of your attendance and participation grade, each student will help lead discussion on the readings assigned for one class meeting. We will match students to the readings on the course schedule during our first class meeting. Student discussion leaders should prepare a brief five minute presentation on their assigned readings.

Additional information about this assignment, and all our course work, will be distributed and discussed in class and via the course web site.

Course Policies:

Attendance: Because we cover a great deal of material in this small, advanced seminar, prompt and regular attendance and active and informed participation 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 and beeping pagers) during class meetings.
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.

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. 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 expect that you will proofread your papers and exams before handing them in. All assignments are due at the beginning of class on the day assigned. 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 be penalized 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 the databases at Turnitin.com. If you have any questions about academic integrity, please talk with me. I can and will fail a student for major infractions.

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 e-mail me (dmizelle@csulb.edu) during the first week of class in order to sign up for the class distribution list.

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.

Jan 27: Introduction to Course, Organizing the Seminar, Potential Research Topics
Jan 29: Noble, Death of a Nation, forward, introduction and chapter 1
Feb 03: Noble, Death of a Nation, chapters 2-4
Feb 05: Noble, Death of a Nation, chapters 5-6
Feb 10: Noble, Death of a Nation, chapters 7-8
Feb 12: Noble, Death of a Nation, epilogue
Preliminary Portfolio due
Feb 17: Cronon, *Uncommon Ground*, introduction; Steinberg, *Down to Earth*, preface & prologue
Feb 19: Steinberg, *Down to Earth*, chapters 1-3; Merchant in *Uncommon Ground*

**Possible Research Questions due**

Feb 24: Steinberg, *Down to Earth*, chapters 4-10
Feb 25: Steinberg, *Down to Earth*, chapters 11-end

Mar 02: Cronon, "Trouble," White, Di Chiro in *Uncommon Ground*
Mar 04: Spirn, Price, Davis in *Uncommon Ground*

**Revised Research Questions due**

Mar 09: Cronon, *Nature's Metropolis*, prologue through chapter 2
Mar 11: Cronon, *Nature's Metropolis*, chapters 3-4

Mar 16: Cronon, *Nature's Metropolis*, chapters 5-6
Mar 18: Cronon, *Nature's Metropolis*, chapter 7 through epilogue

**Sources, Research Question, and Preliminary Bibliography due**

Mar 23: Rothfels, "Introduction," Fudge, Kete in *Representing Animals*
Mar 25: Isenberg, Baker, Desmond in *Representing Animals*

Mar 30: McHugh in *Representing Animals*; Haraway in *Uncommon Ground*
Apr 01: Rothfels, "Immersed" in *Representing Animals*

**Draft 499 Reflective Essay due**

*Spring Break*

Apr 13: Research Workshop I

**Formal Research Proposal and Annotated Bibliography due**

Apr 15: Research Workshop II

Apr 20: No Class (Individual Meetings with Instructor)
Apr 22: No Class (Individual Meetings with Instructor)

Apr 27: No Class (Individual Meetings with Instructor)
Apr 29: No Class (Individual Meetings with Instructor)

**Book Review due at your individual meeting**

May 04: Student Presentations
May 06: Student Presentations

May 11: Student Presentations
May 13: Student Presentations

May 18: **Final Papers & Portfolios due**, 2:45-4:45 p.m.
End-of-Semester Event to follow
Portfolio Guidelines (Updated 10/17/02)

Your portfolio should be complete, reflecting your work in history courses from History 301 through the final semester of your work in the major. The portfolio should reflect your progress through the major and include examples of your best work. Your portfolio should be manageable without being too abbreviated and include faculty comments on papers.

Portfolio Content

The content of your portfolio should come from upper-division History courses. You may submit any examples of your work, so long as the portfolio includes some material from History 301, and includes the specified minimum number of examples from each of the following sections and categories, and demonstrates variety and breadth of material within each category. The weight given to each section and category is specified below.

A. Development (40%). This section of the portfolio should contain the following.

1. A reflective essay (five to eight pages): this essay explains, reflects and illustrates your development as a historian. The essay should convey your rationale and justification for the entries submitted in the portfolio. It should also demonstrate the extent of growth in your historical knowledge and skill during your undergraduate career as a history major.

2. The reflective essay written for History 301 (two to four pages): this essay should reflect and illustrate your development as a historian as a consequence of your participation in the methodology course. In addition to a thoughtful and self-reflective discussion of the process of your development in this course and the progress you made, your essay should discuss and evaluate how the various pieces in the portfolio indicate or represent your level of mastery of the 301 competencies.

3. Examples of work that illustrate your progress as a history major (a minimum of three and a maximum of five): these should be examples that provide a sense of a benchmark (presumably from early in your career) that demonstrate progress and development relative to the items submitted in Category B below. You may submit lower-division work in this category.

B. Mastery (60%). This section of the portfolio will demonstrate your level of mastery of the following competencies in the categories below. Each of the following four categories should begin with a brief cover (one to two paragraphs) discussing your criteria for selection of the work submitted. Students should recognize and make use of the correlation between the following four categories and the twelve standards and competencies associated with the History 301 course.

1. Understanding of the discipline of history and its methods (a minimum of two and a maximum of four entries worth 20% in total). Examples of the types of materials you may include: a historiographical essay, research paper that surveys the current state of historical literature on a given topic, paper that pertains to the disciplinary perspectives of history, annotated bibliography, theory paper, or other items of your own choosing.

2. Analytical skills (a minimum of two and a maximum of four entries worth 20% in total). Examples of the types of materials you may include: primary and secondary source analysis, website evaluation paper, research paper based on primary and secondary sources, book or film review, essay exam (bluebook or ‘take home’) that demonstrates historical analysis, paper demonstrating an appreciation of multiple historical perspectives, or other items of your own choosing.

3. Mechanical Skills (a minimum of one and a maximum of three entries worth 10% in total). Examples of the types of materials you may include: a research proposal, note cards, evidence of computer literacy in history, or other items of your own choosing.

4. Presentation Skills (a minimum of one and a maximum of three entries worth 10% in total). Examples of the types of materials you may include: an outline or handout for oral presentation, video or audiotape of oral presentation, PowerPoint presentation, teaching unit, or other items of your own choosing.
301 Competencies

I. Introduction:

1. students will demonstrate familiarity with major "schools" of current historical practice
2. students will demonstrate ability to distinguish between various genres of secondary historical literature, including textbooks, monographs, and periodicals, using the resources of the University library
3. students will be able to distinguish between a primary and secondary source

II. Mechanical Skills:

4. students will be able to demonstrate an organized system of note taking and the mechanics of research
5. students will be able to demonstrate appropriate footnoting and bibliographical entry
6. students will be able to locate and retrieve appropriate sources (both primary and secondary) relative to a historical topic
7. students will master computer skills appropriate to the discipline

III. Analytical Skills:

8. students will demonstrate the ability to formulate focused historical questions
9. students will demonstrate the ability to detect bias and point of view in primary and secondary sources
10. students will demonstrate the ability to interpret and evaluate certain kinds of evidence: material, media, oral, quantitative and statistical, textual, and visual
11. students will be able to make inferences, form generalizations, and draw conclusions based upon examined evidence

IV. Presentation:

12. students will demonstrate the ability to create, organize, and support a thesis in written and oral presentations

"History does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do." James Baldwin

"The past is never dead. It is not even past." William Faulkner

"Men make their own history, but they do not make it just as they please, they do not make it under circumstances chosen by themselves, but under circumstances encountered, given, and transmitted from the past. The tradition of all the dead generations weighs like a nightmare on the brain of the living. And just when they seem engaged in revolutionizing themselves and things, in creating something that has never yet existed, precisely in such periods of revolutionary crisis they anxiously conjure up the spirits of the past to their service and borrow from them names, battle cries, and costumes in order to present the new scene of world history in this time-honored disguise and this borrowed language." Karl Marx

"There is nothing unusual or sinister in the fact that each generation rewrites history to suit its own needs, or about disagreements within the profession and among the public at large about how history should best be taught and studied." Eric Foner