

Dr. Judith Raftery
History 490
217 Trinity Hall
Phone: 898-6371
jraftery@csuchico.edu

Office hours:
T. Th. 8-9:15 A.M.
T. 11-12:00 A.M.
W. 3-4:00 P.M.
And by appointment

RESEARCH SEMINAR IN UNITED STATES HISTORY

The Course:

This course is a seminar in late nineteenth and early twenty-century imperialism, focusing on American/Philippine relations from 1898 to 1946. Its purpose is to acquaint us with some of the major issues of nationalism, colonialism, and racism that make-up this historical era. We begin reading our textbook, *The Blood of Government*, for an in-depth background to the subject and to give you ideas for your research topics. We will read and discuss the book together since much of what the author presents will be new to you. After that, you will begin your research papers. I have provided a detailed description of how the course will proceed.

Technological component: One of the objectives of this course is to reinforce the technological skills regarding using the internet and electronic library resources to conduct research, as well as PowerPoint to present your results. To that end we will be visiting the library to receive instruction in how to use such research tools as JSTOR, Historical Abstracts, Academic Search and others.

Plagiarism is a crime and will result in automatic failure of this class and may result in dismissal from the university.

Required Reading:

Paul A. Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines*

Kate L. Turabian, *A Manual for Writers of Term papers, Theses, and Dissertations*

Both books are available in BMU bookstore

Seminar Requirements:

(35%) *Class Participation:* Seminars are forums to exchange ideas and to learn from each other in an informal setting. In seminars professors do not lecture but, instead, direct a discussion on each week's readings. In order for the seminar to succeed and informed discourse to take place, students are required to fully participate by: 1) their mandatory attendance at all class sessions; 2) keeping up with the readings; 3) turning in written assignments on time.

- (1) To facilitate our discussions on *Blood of Government*, one person will take responsibility for each of our readings. That means that she/he will come to class with a one or two -page synopsis (no more than 500 words) of the readings and

prepared to lead the discussion. A copy of the synopsis must be turned in to me on the day before the person leads the discussion.

- (2) An obligation of the instructor of a seminar is to provide opportunities for students to give and accept criticism of their and their classmates' work. In this class, we will accomplish this toward the end of the semester, after we have been together a good while. This works in the following manner: on **Monday, of the week you present in December**, you will provide an on-line copy of your research paper to the class, including me, through VISTA, and a hard copy of the paper to me either in my office or in my mail box in the History Department Office, and **an additional** copy in my appropriate box outside the History department. In this way, everyone has a chance to read each other's draft. Then, each of you will be assigned another person's paper for comments. The comments will be presented orally after the seminar paper is given. The comments should be no longer than two pages in length and turned-in with your final research paper. Grades will be given on the comments as well as on the paper itself.

Oral Presentations: The presentation of your research paper should be accompanied by a PowerPoint slideshow. Your PowerPoint show will not be graded but it will be discussed and given constructive criticism after the presentation.

- (3) Seminars, by their very nature, do not allow a person to hide or to coast. If you come to class consistently unprepared, your grade will suffer. On the other hand, the seminar provides a simple way for you to improve your grades and at the same time, improve your thinking, writing, and speaking skills. I am aware that some days you may be hard pressed to complete all the readings. The way to work this is to do some of the reading and contribute something to the each class discussion. That way I will know you are participating. Your final grade will reflect your participation as well as your written work.

(65%) *Research Paper:* You are to write a **fifteen to twenty page**, double spaced, paper based on one of the topics of U.S.- Philippine relations. It can be fairly narrow in scope, such as the Anti-Imperial League in the U.S. after the Spanish-American-Cuba-Philippine War, or the Congressional debates over the Jones Act of 1916, or the anti-Filipino propaganda surrounding Filipino immigration in the 1920s. You may, instead, decide on a broader topic such as the economic and industrial changes in the U.S. and how that influenced their response to less developed areas of the Philippines in terms of tariffs. Whatever you do, you should rely on secondary for additional background but concentrate on primary materials. Primary materials can be in the form of newspapers, contemporary magazines, Congressional Records, and where available, personal correspondence, auto-biographies, and memories. All topics must be discussed with me beforehand and while the work is in progress.

You will meet with me individually, by appointment, during in the semester to discuss your project. Turn in a paper topic on **October 14th**. A draft of your bibliography and an outline of your topic will be due **October 21th**. **You will bring both to my office for your assigned individual meeting.**

First drafts of your introduction will be due on November 18th. The last three weeks of the semester, beginning December 2rd, you will have a chance to present your research papers to the class. Final versions of the papers are due no later than December 16th. Typed criticisms (Comments) of peers papers also are due on December 16th. I hope all your papers will be of such high caliber that they can be submitted to the *Chico Historian* for publication.

Week of: (subject to change during the semester)

August 26	<u>Introduction to the course</u>
September 2	<i>The Blood of Government</i>
September 9	<i>The Blood of Government</i>
September 16	<i>The Blood of Government</i> Library Visit (we meet on the 1st floor lobby with Government Documents librarian, Jody Shepherd.) This visit will introduce students to the resources offered by Meriam Library including the use of online data bases and bibliographic tools such as JSTOR, Academic Search, Historical Abstracts etc.
September 23	<i>The Blood of Government</i>
September 30	<i>The Blood of Government</i>
October 7	Mandatory Unpaid Furlough Day
October 14	Paper topic due; discussion of your research topic. Discussion of writing citations - bring Turabian Sign up for meeting individual conference with professor for October 21.
October 21	Individual conferences in Trinity 217 Drafts of Outlines and Bibliographies due
October 28	First Drafts of your "Introduction" due, no more than 500 words. Professor Daniel Walker Howe, Cowden Lecture, 7:30, PAC 134 "What Has God Wrought?"
November 4	Mandatory Unpaid Furlough Day

November 11	Veterans' Day
November 18	Discussions of topics, difficulties, and progress; assignment of presentations and critiques
November 25	Thanksgiving Week
December 2	Presentation of Research Papers and Comments
December 9	Presentation of Research Papers and Comments
December 16	Presentation of Research Papers and Comments Final papers due, Comment papers due

The faculty of all campuses of California State University has been required to take **nine mandatory unpaid furlough days** per semester this year, three have been assigned by President Zing and six others set by professors in consultation with our chairs and deans. Our entire campus will shut-down of Tuesday Sept. 8, Thursday Oct. 15, and Monday, Nov.2. I have arranged two of my six remaining furlough days on Wednesdays. On furlough days I am not allowed to be on campus and therefore, will not hold office hours.

This is not an ideal learning environment and none of the faculty is happy with the order that takes us away from our classes nine days this semester. If you are as frustrated as the faculty by this outrageous manipulation by the California legislature, the Governor, and the administration of the university, please send grievance letters to all concerned parties.

Happy Holidays

Student Learning Outcomes (SLOs) for the History Major

1. Student's work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student's work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student's work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student's work reflects an understanding of historiographic traditions.
6. Student's work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one "Non-Western" area.
7. Student's work reflects an understanding of the roles of race, class, gender, or ethnicity in history.