HISTORY 490
Senior Seminar: Historical Research and Writing

James I. Matray
Fall 2009
Room: Yolo 146
e-mail: jmatray@csuchico.edu

Monday
2:00 to 4:30 p.m.
Section #2

REQUIRED TEXTS:
Seminar Handbook. Mr. Kopy.

MAIN PRIMARY SOURCES:
U.S. Department of State Bulletin. S1.3
U.S. Foreign Relations of the United States. S1.1 http://digicoll.library.wisc.edu/FRUS/
U.S. Public Papers of the Presidents. GS4.113

COURSE OBJECTIVE:
HIST 490 is specifically designed for undergraduate history majors. It will attempt to provide the student with an opportunity to demonstrate his/her skills in research and writing in history. HIST 490 has a major writing component because it is the writing proficiency (WP) course for history majors, open only to students who have completed HIST 290 and ENGL 130 with a grade of C- or higher. It will focus on writing a research paper on a topic related to U.S. foreign relations from 1865 to around 1970 preferably in East Asia. There also will be some reading and discussing of historiographical materials. Student papers in this course will receive evaluation to determine the extent to which the program is preparing majors to master its Student Learning Outcomes.

CLASS MEETINGS:
Each class is two hours and thirty minutes in length, divided into two sessions designated as A and B in the class schedule below. There will be a brief break after the first session, which normally will last for one hour and ten minutes.

ASSIGNMENTS:
1. READING ASSIGNMENTS: Each student will select from the attached list a topic to report on during the second class meeting on 31 August. This will involve reading the articles listed and providing an eight-minute (approximately) summary and critique for classroom discussion. This assignment will provide students with the opportunity to demonstrate mastery of History Student Learning Outcomes (SLOs) 4 and 5.
2. BOOK REVIEW: Each student will write a review of the most important book consulted in the conduct of research for his/her seminar paper. This review must be not less than three (3) and not more than four (4) double-spaced, type-written pages of text in length. Your grade on the review will be reduced one-third grade level for each portion of a page less or more than this stated length in courier, arial, or bookman font. This assignment will provide students with the opportunity to demonstrate mastery of History SLOs 2 and 5.
3. Each student will present a PowerPoint progress report (at least six slides) on his/her research paper that is ten minutes in length on either 12 October or 19 October. This assignment will provide the opportunity to demonstrate mastery SLOs 1, 2, 3, and 4.
4. RESEARCH PAPER: This paper will be not less than twenty (20) and not more than twenty-five (25) double-spaced, type-written pages (excluding endnotes and bibliography) in length in COURIER FONT AND 12 POINT ONLY. Your grade on the paper will be reduced one-third of a grade level for each page less or more than the required length. You must submit TWO (15) copies of the final draft of your paper on 9 November, one for instructor grading and one for student critique. E-mail the paper to all other students. This assignment will provide the opportunity to demonstrate mastery of SLOs 1, 2, 3, and 4.

4. CRITIQUE: Each student will provide an oral critique of one of the student papers in the class on December 7 or December 14. This presentation will summarize main thesis, subjects and scope, and strengths and weaknesses of the paper. This assignment will provide the opportunity to demonstrate mastery SLOs 1, 2, 3, and 4.

OFFICE HOURS: Room #204, Trinity Hall
Monday: 9:00 a.m. to 1:50 p.m.
Wednesday and Friday: 9:00 to 10:00 a.m.
And by appointment at any reasonable time

TELEPHONE: Office: 898-6475
Home: 321-5872 (before 9:00 p.m.)

GRADING:
Value Distribution:
- Historiography Report 10%
- Progress Report 5%
- Book Report 10%
- Research Paper 50%
- Revised Paper 10%
- Critique 5%
- Discussion 10%

Evaluation Standards for Research Paper (20% each):
1. Content and Organization
2. Quality of Prose
3. Adequacy and Style of Documentation
4. Analysis and Interpretation
5. Care and Accuracy in Preparation (half on endnotes and bibliography)

PUNCTUALITY:
You are expected to complete all assignments on the dates scheduled. Extensions and make-up will be given only in the most dire emergencies and ONLY IF YOU HAVE MADE ARRANGEMENTS PRIOR TO THE SCHEDULED DATE!

BORDERLINE GRADES:
In the event that your final overall average is on the borderline, final determination will be based on the extent of your participation in classroom discussion.

ATTENDANCE:
You will be required to attend ALL classes. For each class missed, you will receive a zero or no credit for 10% of your final overall grade. Open heart surgery would be an example of a reason justifying an excused absence. THIS PENALTY WILL BE RUTHLESSLY ENFORCED!
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 24:</td>
<td>A: Course Requirements</td>
<td>Assign Historiography Readings from the attached list of articles</td>
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<td>Introductions</td>
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<td>Discussion of Sources</td>
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<td>B: Internet Research</td>
<td>Join (in class) two H-Net discussion lists and monitor until 30 November</td>
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<td>History News Network (<a href="http://www.hnn.us/">http://www.hnn.us/</a>)</td>
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<td></td>
<td>H-Net (<a href="http://www.h-net.org/">http://www.h-net.org/</a>) and</td>
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<td></td>
<td>Assign articles from Hogan and Paterson</td>
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<td>31:</td>
<td>A: What is Diplomatic History?</td>
<td>Read Maier and responses in Handbook</td>
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<td>SIX student reports</td>
<td>Read assigned Historiography articles</td>
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<td>B: NINE student Reports</td>
<td>REQUIRED MEETING WITH MATRAY</td>
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<td>September 14:</td>
<td>A: Choice of Research Topics</td>
<td>Read List of Sources in Handbook</td>
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<td>Discuss Paper Proposals</td>
<td>Write a one page single-spaced abstract and bring 15 copies to class</td>
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<td>B: Hogan and Paterson, pp. 1-136</td>
<td>Read 7 articles as assigned</td>
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<td>21:</td>
<td>A: Sources</td>
<td>Skim any single FRUS volume</td>
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<td>B: Hogan and Paterson, pp. 137-240</td>
<td>Read 7 articles as assigned</td>
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<td>28:</td>
<td>A: Discussion of Problems</td>
<td>Seminar Handbook Section #1, pp. 1-8</td>
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<td>Writing Book Reviews</td>
<td>Read four articles in Seminar Handbook</td>
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<td></td>
<td>B: Hogan and Paterson, pp. 241-352</td>
<td>Read 6 articles as assigned</td>
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<td>October 5:</td>
<td>A: Historical Writing</td>
<td>Zinsser, 3-147</td>
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<td>B: Endnotes and Bibliography</td>
<td>Seminar Handbook Section #1, pp. 9-15</td>
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<td>12:</td>
<td>A: Historical Writing</td>
<td>Zinsser, 179-294 (OPTIONAL)</td>
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<td>B: Seven Progress Reports</td>
<td>NOTE: BOOK REVIEWS DUE!</td>
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<td>19:</td>
<td>A: Eight Progress Reports</td>
<td>assign papers for critiques</td>
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<td>B: Discuss Book Reviews</td>
<td>select day and time for conference</td>
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<td>26:</td>
<td>A: Endnotes</td>
<td>bring 15 copies of first page of endnotes</td>
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<td>B: Bibliography</td>
<td>bring 15 copies of your bibliography</td>
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<td>November 2:</td>
<td>MANDATORY UNPAID FURLOUGH DAY—NO CLASS</td>
<td>RESEARCH</td>
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<td>9:</td>
<td>NO CLASS</td>
<td>NOTE: RESEARCH PAPERS DUE!</td>
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<td>12-20:</td>
<td>Individual Student Conferences</td>
<td>day and time to be assigned</td>
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<td>16:</td>
<td>Student Evaluation and Survey</td>
<td>ATTENDANCE REQUIRED</td>
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<td>30:</td>
<td>Distribute Final Papers</td>
<td>BRING 2 PERFECT COPIES OF</td>
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<td>Reports on H-Net Discussion Lists</td>
<td>REVISED PAPER AND E-MAIL COPY</td>
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<td>December 7:</td>
<td>A: Discuss Moe Papers</td>
<td>Read 8 TBA papers</td>
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<td>B: Discuss Curley Papers</td>
<td>Prepare to report on assigned paper</td>
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<td>14:</td>
<td>A: Discuss Larry Papers</td>
<td>Read 7 TBA papers</td>
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<td>B: Discuss Shemp Papers</td>
<td>Prepare to report on assigned paper</td>
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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.

Historiography Assignments

MANDATORY TOPICS:

1. Foundations: (104 pages)


2. Traditionalists and Realists: (101 pages)

3. The Wisconsin (New Left) School: (101 pages)


4. Revisions of Revisionism: (105 pages)

Bruce Cumings, “‘Revising Postrevisionism,’ or, The Poverty of Theory in Diplomatic History,” *Diplomatic History* 17 (Fall 1993): 539-69.

5. Race and U.S. Foreign Relations: (104 pages)

6. Culturalism and Internationalism: (102 pages)


7. Practical Utility and Public Opinion: (100 pages)

8. Corporatism and Environmentalism: (101 pages)


9. Gender and Culture: (106 pages)

10. Interdisciplinary and Globalization: (103 pages)


12. U.S. Intelligence: (105 pages)

Robert L. Beisner, “The Secretary, the Spy, and the Sage: Dean Acheson,


ADDITIONAL TOPICS:

13. Early U.S. Foreign Relations: (101 pages)


14. United States and East Asia: (102 pages)


Rosemary Foot, “Making Known the Unknown War: Policy Analysis of the Korean Conflict in the Last Decade,” Diplomatic History 15 (Summer

15: The Vietnam War: (105 pages)


16: Reinterpreting the Cold War: (101 pages)


17. World War II: (105 pages)


18. Dropping the Atomic Bomb: (112 pages)


