COURSE DESCRIPTION:
This graduate seminar will explore the frameworks of gender, race and nation as theoretical underpinnings of American history. This means we will consider how historians use these lenses to ask questions about American experience. The course is designed as a discussion-based, readings course, so that we may read in-depth and then, as a group, analyze the many different histories that constitute modern American experience. The readings are broad and comparative, so that we may examine how race, gender, and nation shift within and among different groups, states and nations. The readings also allow us to explore major themes such as economics, immigration, borders, imperialism, sexuality, identity and law.

PREREQUISITES:
I recommend that you speak with your graduate advisor to confirm that this course fulfills your degree requirements. This course is intended for graduate students in any TAMUCC master’s or doctoral program; however, priority is given to History M.A. students. Knowledge of U.S history is helpful, but there are no formal prerequisites. Please note that this is a discussion-based course. Attendance and professional collegiality are mandatory. I also expect you to work hard, read thoroughly, complete weekly assignments in a timely manner, and discuss your interpretations of the readings at each class session.

LEARNING OUTCOMES:
Through research, reading and writing assignments, students will:
- Analyze how historians use historical evidence by interrogating the major concepts, themes, methods and theoretical approaches within the historiography.
- Identify how historians use primary resources to write history and to build historical arguments.
- Identify, synthesize and interpret historical arguments and explain these arguments cogently.
- Hone communication skills necessary to write M.A. exams and/or M.A. thesis.

REQUIRED READING:
Books in Reading Order (available for purchase at the university bookstore)

REQUIRED FILMS:
“No Más Bebés” (PBS Documentary, television premiere date to be announced)
“Giant” (available on Netflix)
“Children of Giant” (PBS Documentary, DVD will be available in class)

ASSIGNMENTS AND GRADE STRUCTURE
Your course grade will be based on the combination of these assignments, which are designed to meet the learning outcomes described on the first page of this syllabus.

- Seminar Participation and Leadership 20%
- 10 Précis 50%
- Historiographical Essay 30%

Total 100%

In order to pass the course, you MUST successfully complete all of the written assignments for this course. I will assess all your composition assignments based on standard writing skills—your ability to craft topic sentences, to identify arguments (theses) and explain them (evidence), and to use correct grammar and punctuation. I will equally assess your analytical skills: do you understand what you are reading, can you communicate your ideas about the reading, and are you discussing the material in relationship to the larger historiography?

Due dates for these assignments are located in the “class schedule” at the end of this syllabus.

I will use the following grading scale to determine the final course grade:
A = 100-90% (+1800 points)  C = 79-70% (1400-1599 points)
B = 89-80% (1600-1799 points)  D = 69-60% (1200-1499 points)  F = 59-0% (0-1399 points)

Seminar Participation and Leadership (20% of the final grade)
I expect you to attend class and contribute to the discussion. These discussion sessions will prepare you for future dialogues in your profession. In order for the seminar to be useful, you will need to complete the assigned readings, bring questions to class, and participate. Attendance is mandatory and class absences will decrease your participation grade by 10% per absence. Note: The culture of graduate school includes an expectation that you WILL be in class regardless of your personal circumstances.

I expect you to lead one class discussion. Leadership assignments will be made on the first or second day of class. As the discussion leader, you will need to prepare an introduction of the assigned readings for the seminar meeting and a list of questions for discussion. You may use audio-visual equipment or literature or any other technique to jumpstart the dialogue. You should plan on presenting the scholarly arguments and giving your general impressions. Please prepare a handout or PowerPoint slide with a set of discussion questions for the class.

The Précis (10 précis total and 50% of the final grade)
The goal of the précis is to learn how to assess historical evidence and to do so succinctly. The French word “précis” means “summary.” In the field of history, the précis is used to quickly define the thesis, evidence, and critique of a monograph. You will write a précis for each monograph and for two films. I provide instructions on this assignment in the “Class Schedule” at the end of this syllabus. I also will provide samples.

Historiographical Essay (1 paper with 2 submissions and 30% of the final grade)
The goal of this assignment is to learn how to synthesize historical literature, to discuss its relevance, and to demonstrate your mastery of the material. You will submit the assignment twice—once in draft form for peer
review and again at the end of the term. Deadlines for both submissions are included in the “class schedule” at the end of this syllabus. I will provide in-depth instructions for this assignment separately.

COURSE POLICIES:

Please follow basic University policies as outlined in the TAMUCC Student Handbook and Code of Conduct. This means no disrespect, no cheating and no plagiarism. Please familiarize yourself with the handbook at the Student Affairs website: http://www.tamucc.edu/~students/handbook.html.

Respect: Courtesy toward your professor and classmates is expected at all times. If I feel that your behavior violates the Student Handbook and Code of Conduct, I will ask you to leave class. I also reserve the right to refer you to Student Affairs and to file a complaint documenting your behavior and academic performance.

Academic Honesty: The University does not tolerate plagiarism or cheating in any form. If I can verify that you plagiarized or cheated on any assignment, you may earn an F for the course and I may file a complaint with Student Affairs. For graduate students, an “F” in any course may result in your dismissal from your graduate program.

The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. You may locate these definitions in the Student Handbook.

Scholarly Citation: Please use the “History Area Style Guide” to write your papers. This style guide is based on Kate L. Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, revised by Wayne C. Booth, et. al. (7th edition). I will provide you with a copy of the style guide on our first day of class. You also may access the style guide on the History webpage, under the “Resources” tab, at http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf.

Classroom Etiquette: Please stay focused on the class lecture/discussion, and practice courtesy. Only one person at a time should be speaking during class discussions. Side conversations are distracting for surrounding students and for your professor and instructors. Disruptive behavior will have a negative impact on your participation grade and may result in disciplinary action.

Electronic Devices — iPods, Laptops, Phones: Turn off your electronics and put them away. If you are taking notes, I will make exceptions for laptops. However, I reserve the right to dismiss you from class if your electronics distract you, me or anyone else in the class. Violation of this policy may have a negative impact on your participation grade and may result in disciplinary action.

E-mail: For quick questions or minor issues, you may contact me via e-mail. For complicated concerns or questions, please see me in person, either after class or during office hours.

Extra Credit: I generally deny requests for extra credit.

Freedom of Speech: The 1st Amendment of the U.S. Constitution promises each of us the Freedom of Speech. The success of universities is based on this promise as the process of learning requires that we ask questions and discuss ideas. During class, please feel free to raise your hand at any time to make a comment or to ask a question. If the class discussion does not make sense, please ask me to clarify ideas or to explain a topic again.
Grade Appeal Process

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studetinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Incompletes: If you have completed 75% of the assignments and extreme personal circumstances prevent you from completing the course, I will consider a request for an incomplete. I may consult with your graduate advisor or other college officials before making a decision. Documentation of your situation may be required. Please consult the Student Handbook for the policy.

Late Work/Make-Up Exams: Late assignments will be docked 10 points per day up to seven days including weekends. After seven days, late assignments will be assessed as “zero” grades unless you contact me about your extenuating circumstances. I will review extenuating circumstances on case-by-case basis.

Office Hours: I have set aside over five hours per week to meet with students to discuss the course and to answer any questions or concerns you might have about the course content and assignments. I listed my office hours at the top of the syllabus. No appointments are required. I meet with students on a first-come, first-serve basis. If you cannot meet during these times, please see me before or after class to make an appointment.

Attendance & Tardiness: Come to class on time! Please make every attempt to attend all class sessions, to arrive early and to stay until the class ends. If you are unavoidably late, please enter quietly and with respect toward your colleagues.

Syllabus and Schedule Changes: I reserve the right to change the schedule of reading assignments at any time during the semester. If I do, I will notify you in advance.

Withdrawals: The University has specific policies in place for dropping a course. Please consult the Office of Admissions and Records in the Student Services Center (Round Building) for the due dates and procedures for withdrawing from this course or the university.

UNIVERSITY SERVICES:

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac. Note: Graduate students must meet with the Graduate Advisor and the history Academic Advisor.

Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
CLASS SCHEDULE OF READINGS, ASSIGNMENTS, AND DUE DATES

I have provided you with an outline of the daily class schedule. You are responsible for completing the weekly readings, writing, and discussion requirements for each class session. This schedule is subject to change at my discretion; however, you will be notified of those changes as they occur.

**Tuesday, 9/1**
Reading: In-class materials will be provided.
Homework Due: Come to class prepared to introduce yourself as a historian; explain your scholarly interests, professional goals, and relevant coursework. Please also tell us why you enrolled in this course and what you expect to learn this semester. You will receive credit for this assignment as part of your class participation.
Discussant: Muñoz

**Tuesday 9/8**
Reading: Glenn, *Unequal Freedom*
Homework Due: Précis of Glenn, *Unequal Freedom*.

**Précis Instructions:** The goal of the précis is to synthesize the book’s thesis. You will use the précis to learn the scholar’s argument and to write about it in your own words as clearly and coherently as possible. You also will use the review for class discussions. In your professional career, book reviews serve as reference tools. Your book review should include 4 main points: 1) a formal bibliographic citation (used as the title), 2) a discussion of the scholar’s thesis and arguments, 3) a discussion of the scholar’s evidentiary/primary sources and their application, and 4) your critique of the work. The essay must be at least 1-2-pages long, single-spaced. I will provide samples.

Discussant: ____________________________

**Tuesday, 9/15**
Reading: López, *White by Law*
Homework Due: Précis of López, *White by Law*
Discussant: ____________________________

**Tuesday, 9/22**
Reading: Lipsitz, *How Racism Takes Place*
Homework Due: Précis of Lipsitz, *How Racism Takes Place*
Discussant: ____________________________

**Tuesday, 9/29**
Reading: Molina, *How Race Is Made in America*
Homework Due: Précis of Molina, *How Race Is Made in America*
Discussant: ____________________________

**Tuesday, 10/6**
Reading: Ngai, *The Lucky Ones*
Homework Due: Précis of Ngai, *The Lucky Ones*
Discussant: ____________________________

**Tuesday, 10/13**
Reading: Rosas, *Abrazando el Espíritu*
Homework Due: Précis of Rosas, *Abrazando el Espíritu*
Discussant: ____________________________

**Tuesday, 10/20**
Film Discussion: “Giant”
Homework Due: None. Be prepared to discuss the film.
Discussant: 

**Tuesday, 10/27**
Film Discussion: “Children of Giant”
Homework Due: Précis of “Children of Giant”
Discussant: 

**Tuesday, 11/3**
Reading: Briggs, *Reproducing Empire*
Homework Due: Précis of Briggs, *Reproducing Empire*
Discussant: 

**Tuesday, 11/10**
Reading: Jacobs, *A Generation Removed*
Homework Due: Précis of Jacobs, *A Generation Removed*
Discussant: 

**Tuesday, 11/17**
Reading: Peer Review Assignment.
Homework Due: Historiography Draft. Instructions will be provided in advance.
Discussant: Everyone

**Tuesday, 11/24**
Film Discussion: “No Más Bebés”
Homework Due: Précis of “No Más Bebés”
Discussant: 

**Tuesday, 12/1**
Reading: None.
Homework Due: Historiography Essay.
Discussant: Everyone

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