USC University of Southern California

History 201: **Approaches to History**
Spring 2021

4 units
Tuesdays and Thursdays, 9:30 – 10:50am
Online

Professor Joan Flores-Villalobos (you may refer to me as Prof. Flores)
Office: Remote
Office Hours: Tuesdays 11am-1pm and by appointment
Email: jfloresv@usc.edu

For technical issues, contact ITS at (213) 740-555 or consult@usc.edu

USC Technology Support Links
Zoom information for students
Software available to USC Campus

Course Description
If nothing else, the last year has highlighted the importance of understanding the historical legacies that shaped our current moment. This course shares the same goals as its previous iterations: to teach students the tools of historical scholarship and to consider how different historians have approached the discipline. We will learn how to interpret primary source archives and how to evaluate the major debates in the field. We will visit special collections and hear from individual historians about their archival processes. But the course takes as its starting point the relevance of history to the present, asking students to consider what Michel-Rolph Trouillot called "the power in the story." We will critique the canon of historical scholarship and examine radical methodological and archival interventions from historians of gender, medicine, race, and LBGTQ life. We will also consider new modes of historical engagement that the digital sphere provides, as well as its ethical complications. By the end of the course, the students will produce a public-facing object that contextualizes a current event through existing historical scholarship.

Learning Objectives
1. Learn how to find and evaluate primary sources
2. Understand and appreciate the archival process

3. Compare and contrast different historiographical approaches to history
4. Produce a final assignment that contextualizes a current event through existing historical scholarship and digitally available primary sources

Technological Proficiency and Hardware/Software Required
You will need access to a computer and a stable internet connection. USC recommends using a Mac or PC made in the last four years, with 4GB+ of memory and installed with at least Windows 7 or OSX 10.6. Your computer should have an internal or external webcam and microphone. You should use Chrome or Firefox as your browser (Safari and Internet Explorer do not work as well).

You should have some familiarity with the Google Suite and Microsoft Word. We will go over the use of this software in class as necessary.

USC technology rental program
We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please underline submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

Email and Communication Policy
I will contact you by email to update you on class assignments, due dates, and the weekly expectations. Please check your email regularly!

Email is by far the best way to contact me. I will answer quickly during regular business hours and within 24 hours in almost every other case. I ask that your emails be short and direct. For extended questions about the class material, I will refer you to my virtual office hours.

You can expect grading and feedback within 7 days of any assignment.

Required Materials

None. Everything will be made available on Blackboard.

Assignments
- Discussion Board Posts (9)   30%
- Short Skills Assignments (5)   40%
- Individual Meeting   5%
- Final Assignment   25%

Discussion Posts: will respond to the Google Classrooms "Question" posts and should be ~200 words long, sometimes shorter (I will not be counting words, this is just a general guideline). They will respond to an assigned prompt and are due AT MIDNIGHT BEFORE OUR ZOOM MEETING. So, if our Zoom meeting is on a Thursday at 9:30am, the post is

due at 11:59pm on the preceding Wednesday. These will be graded on basic completion and engagement—if you submit a post that responds to the prompt and fits the general word length, you will get an easy A. These are meant primarily to spur discussion during class. You are allowed to miss one of these posts without any grade penalty.

Skills Assignments: are meant to guide you on the skills of being a historian, such as analyzing a primary source, navigating a database, parsing out a historical debate, etc. These assignments will be posted along with the respective Module for that week and are meant to be completed within that same week (the schedule has due dates for each). They should not generally take you more than an hour or so.

Final Assignment: For your final, you will create a digital, interactive timeline using *TimelineJS* or *Scalar*. It will require that you pick a certain historical event, period, or issue, and that you cite and analyze primary and secondary sources relevant to that period, with an eye to educating a public audience with your newfound skills as a historian. I will post a detailed prompt and rubric later in the semester. The final is due on Monday, May 10 at midnight.

You must schedule an individual meeting with me the last week of classes (or before!) to discuss your final project. Attendance will be worth 5% of your grade. You do not have to prepare anything beforehand.

Late Assignments
For discussion posts, submitting an hour or two late will not hurt your grade at all, but they MUST be in at least half an hour before we meet for Zoom discussions at 9:30am. The deadline is there only so I can have time to review your posts before we meet virtually and thus enhance our discussions. There is NO late submission on posts after we have already met on Zoom. You will receive a 0 if no post is submitted before class.

For the skill assignments and the final project, you have a 24-hour grace period for late submissions, NO QUESTIONS ASKED. Anything beyond that, you must speak with me first to consider an extension and I am almost always happy to oblige. If I don't receive any communication from you, you will be marked 10% (out of 100%) down for every day the assignment is late after the first 24 hours.

Virtual Attendance Policy and Participation
I will hold a survey in the first week of class where you can tell me about any potential issues that might interfere with your virtual attendance—time zones, privacy concerns, religious exceptions. Let's maintain open communication throughout the semester.

Much of the course content is meant to be completed asynchronously and has some built-in flexibility. We will not be convening synchronously for every class meeting. This means that the times we *do* meet will cover crucial material. Though attendance is not a direct part of your grade, if you miss two or more synchronous virtual meetings, you will lose an entire letter on your final grade (from A to B, from B- to C-, etc.) UNLESS YOU HAVE PREVIOUSLY

DISCUSSED IT WITH ME. I am willing to work with you whatever the particular circumstances might be, but you have to maintain communication.

Grading Scale

Course final grades will be determined using the following scale

A   95-100
A-   90-94
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   59 and below

Classroom Norms and "Netiquette"
Please contact me early in the semester if any of these "netiquette" policies present an issue.

When we meet on Zoom, I will encourage and expect (though not require) you to have your video on. You should keep the audio muted until you are invited to speak. While you do NOT have to have your camera on, I do expect you to ask questions verbally or in the chat function and to answer when I call on you.

All our synchronous sessions will be recorded and made available. These recordings are private within our class community and should not be shared outside of it. They will be deleted at the end of the semester.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

STATEMENT FOR STUDENTS WITH DISABILITIES
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved

accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for **DSP** (**https://dsp.usc.edu/**) and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) **dspfrontdesk@usc.edu.**

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* http://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpagehttp://sarc.usc.edu describes reporting options and other resources.

STATEMENT ON SEXUAL MISCONDUCT
Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours).
Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu   Non-emergency assistance or information.

Class Meetings

Module 1: Introductions

    Tuesday, January 19: In-class meeting
- (in class) Read Matthew Gabriele, "Vikings, Crusaders, Confederates," *Perspectives on History,* January 12, 2021
- Introductions, Syllabus, and "checking in"
- Complete Survey

    Thursday, January 21: In-class lecture and discussion
- In-class lecture: What work do historians do? What work can history do?
- Complete Skill Assignment #1: The Limits of Data [due Monday, January 25 at 11:59pm]

Module 2: A Multiplicity of Viewpoints

    Tuesday, January 26: No class meeting
- Examine 3 short primary sources
- Discussion Board Post #1 [due Wednesday January 27 at 11:59pm]

    Thursday, January 28: In-class Discussion

Module 3: Finding Primary Sources in the Archive

    Tuesday, February 2: No class meeting
- Complete USC Libraries Scalar Unit on Primary Source Literacy
- Listen to Radiolab podcast: "Mau Mau"
- Discussion Board Post #2 [due Wednesday February 3 at 11:59pm]

    Thursday, Feb 4: Virtual Visit from USC Libraries Special Collections

Module 4: Thinking Sources in Historical Context

    Tuesday, Feb 9: No class meeting
- Read: Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin," in Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1999), 75-104.

    Thursday, Feb 11: In-class discussion

- Complete Skill Assignment #2: Primary Source Analysis [due Saturday, February 13 at 11:59pm]

Module 5: Questioning "the Archive"

Tuesday, Feb 16: In-class discussion
- Read Chapter 3: "An Unthinkable History" from Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Penguin, 1995)
- Discussion Board Post #3 [due Monday February 15 at 11:59pm]

Thursday, Feb 18: Virtual Visit from the Huntington Library and Museum

Module 6: Historical Questions and Interventions

Tuesday, Feb 23: Visit from Prof. Alice Baumgartner
- Read excerpt from Alice Baumgartner, *South to Freedom* (Basic Books, 2020)
- Discussion Board Post #4 [due Monday February 22 at 11:59pm]

Thursday, Feb 25: No class meeting
- Read "How to Frame a Researchable Question" (from the homepage of William Cronon, Frederick Jackson Turner Professor of History at the University of Wisconsin)
- Complete Skill Assignment #3: Developing a Historical Question [due Saturday February 27 at 11:59pm]

Module 7: History "from Below"

Tuesday, March 2: No class meeting
- Read Ranajit Guha, "On Some Aspects of the Historiography of Colonial India"
- Read James Scott, "Behind the Official Story"
- Discussion Board Post #5 [due Wednesday March 3 at 11:59pm]

Thursday, March 4: In-class discussion

Module 8: "Deep" History

Tuesday, March 9: No class meeting

- Read Chapter 1, Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait* (Norton, 2020)
- Discussion Board Post #6 [due Wednesday March 10 at 11:59pm]

Thursday, March 11: In-class discussion

Module 9: History of Science

Tuesday, March 16: No class meeting
- Read Chapter 1, Aro Velmet, *Pausteur's Empire: Bacteriology and Politics in France, its Colonies, and the World* (Oxford University Press, 2020)
- Discussion Board Post #7 [due Wednesday March 17 at 11:59pm]

Thursday, March 18: Virtual Visit from Prof. Aro Velmet

Module 10: Historiography and Historical Debate

Tuesday, March 23: No class meeting [Wellness Day]

Thursday, March 25: No class meeting
- Read excerpts from Paul Lovejoy, "The Volume of the Atlantic Slave Trade" and Stephanie Smallwood, *Saltwater Slavery* (2009)
- Submit Skill Assignment #4: Evaluating Secondary Sources [due Saturday March 27 at 11:59pm]

Module 11: Archiving Queer Histories

Tuesday, March 30: In-class discussion
- Read Introduction and Chapter 1 of Jen Manion, *Female Husbands: A Trans History* (Cambridge, 2020)

Thursday, April 1: Virtual Visit from ONE Archives
- Browse one of the listed digital archives on LGBTQ history
- Submit Skill Assignment #5: Using and Evaluating Databases [due Saturday April 3 at 11:59pm]

Module 12: History of Power

Tuesday, April 6: In-class discussion

- Read excerpts, Michel Foucault, *Discipline and Punish: The Birth of the Prison*
- Discussion Board Post #8 [due Monday April 5 at 11:59pm]

Thursday, April 8: No class meeting, April 7 is a Wellness Day

Module 13: Histories of Resistance

Tuesday, April 13: Virtual Visit from Prof. Alaina Morgan

Thursday, April 15: In-class discussion
- Watch: *Selma* (2014)
- Listen to "Teaching Hard History" Podcast Season 3, Episode 7: Teaching the Movement's Most Iconic Figure (1 hour)

Module 14: Monuments and Historical Memory

Tuesday, April 20: Virtual Visit from Prof. Steve Ross
- Read: Steven J. Ross, "Op-Ed: USC's reckoning with its past needs to include how anti-Semitism was allowed to flourish there," *Los Angeles Times,* July 19, 2020
- Discussion Board Post #9 [due Monday, April 19 at 11:59pm]

Thursday, April 22: No class meeting [Wellness Day]

Module 15: Wrapping up

Tuesday, April 27: Individual Meetings

Thursday, April 29: Final class meeting