

HIST 4900
Research Capstone Seminar: History of Los Angeles
Professor Chris Endy Spring 2024
Tuesdays and Thursdays, 3:05 to 4:20 pm in King Hall B114

Contact Your Professor

Email: cendy@calstatela.edu

Office Hours: Tuesdays and Thursdays, 4:30 to 5:55 pm on Zoom or in my office (King Hall C4076A). Office hours are times that faculty set aside to meet with students to talk about any topic. You never need an appointment for office hours. Just pop in unannounced. My Zoom link for office hours is posted on Canvas. If I am meeting with another student, please remain in the Zoom waiting room and I will buzz you in when I'm free. If you can't make my posted office hours, please let me know and we can arrange another time to connect.

Office Phone: 323-343-2046. Email is usually a better option, but you can sometimes reach me via phone on Tuesdays and Thursdays, and you can leave a voicemail message at any time. Please note that I let my phone go to voicemail when I am already meeting with someone in my office.

More Info: See the [Syllabus Appendix](#) on Canvas for tips, resources, and definitions of key terms such as "class participation," "good writing," and "plagiarism." See my [personal faculty webpage](#) with advice on surviving college and links to some of my favorite things:

Overview--What You Will Learn in HIST 4900

In this seminar, you will build on skills introduced in HIST 3080 and 3090 by developing an original history research project. Your culminating assignments will be a 10-15 page original research paper based on primary-source analysis and a digital history webpage using StoryMap (based on the same research). The theme of our seminar this semester is the history of Los Angeles, and your paper should make a contribution to existing scholarship on this topic. You are free to research any time period before 2009, and you can also study areas beyond Los Angeles, so long as your project connects in some way to the historiography of Los Angeles and southern California.

Upon successful completion of this course, you will be able to:

1. Create an open-ended **research question**.
2. Gather and analyze **primary sources** that address a research question.
3. Evaluate opportunities and challenges involved with research in historical **archives**.
4. Gather and analyze **secondary sources** relevant to that research question.
5. Create an argument that builds on primary-source research and that contributes to secondary-source knowledge (**historiography**).
6. Write an academic paper with clear **organization and prose**.

7. **Cite** primary and secondary sources according to academic history standards.
8. Deliver arguments through effective **oral presentation**.
9. Provide valuable **editorial feedback** on other people's work, and on your own.
10. Write **museum-quality object labels**.
11. Design and create an online **digital history exhibit**.

Assignments and Grading:

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|---|-----|---|
| Class Participation | 15% | Attendance and engagement in class activities |
| Office Hours Visit | 1% | Visit on or before Feb 14th; easy perfect score. Come alone or in a group for a brief chat. |
| Reading Responses (x4) | 10% | Graded as complete/incomplete. Complete all 4 for an A (95). Complete 3 for a B (85), 2 for a C (75), or 1 for a D (65). |
| <u>The Big Five</u> 1) Project Proposal 2) Annotated Bibliography 3) Primary Source Analysis 4) Full-Sentence Outline 5) Draft Paper | 25% | 5% each. Each of the Big Five must be done in sequence. For instance, you cannot submit a Draft Paper without first submitting (and receiving my feedback on) your Full-Sentence Outline. |
| <u>Digital History Steps</u> 1) Draft Object Labels 2) Rough Draft StoryMap 3) Full Draft StoryMap | 5% | Complete all 3 for an A (95), 2 for a B (85), or 1 for a C (75). |
| Final StoryMap (Digital history project) | 10% | StoryMap webpage displaying images and text drawn from your research project. |
| Oral Presentation | 4% | An informal but well-prepared 5-minute presentation, followed by a Q&A session. |
| Final Paper | 30% | 10-15 pages, double-spaced, plus endnotes & bibliography), plus a 1-2 page reflection essay. |

We will use a “+/-” system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Special rule: Students must submit a passing-quality Final Paper AND must attend at least 17 class sessions to avoid an automatic failing grade for the course.

Late Policy and the Five Free Lates

For five assignments this semester, you can turn in your work up to seven days late with no penalty. To activate a Free Late, simply go to the assignment page on Canvas and type “Free Late #1” (or #2 or #3) in the Assignment Comment section. Canvas will still label your assignment as “late” but I will know not to give it a late penalty. You do not need to give a reason for the delay. Exceptions: You cannot use Free Lates for the oral presentation, nor for any of the assignments due during Finals Week.

You can also submit work without a Free Late. In this case, a late penalty will apply, but it will be relatively modest. For assignments that receive an individual numerical grade (e.g. the Big Five), the late penalties work as follows:

- 1 day late: 3% off
- 2 days late: 5% off
- 3 days late: 7% off
- 4 to 21 days late: 10% off
- 22+ days late: 20% off

For other assignments (e.g. the Reading Responses and the Digital History Steps), each late submission will result in a 2-point deduction to your overall grade for that part of the course. *Example*: Suppose you submit all three Digital History Steps but two of them are late (and you’ve already used your five Free Lates). In this case, your overall grade for the Digital History Steps will be 91% instead of 95%. These late penalties do not increase day-by-day.

No late work will be accepted after the last day of classes (i.e. Week 15), unless you make advance plans with me.

What should I do if I start to really fall behind?

Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please visit my office hours or send me an email to keep me posted. When an unexpected problem arises, let me know as soon as possible. If a real hardship arises and you let me know what’s going on at an early stage, I will do my best to work with you and help you do well in the class.

Required Readings, Print-Outs, and Supplies

Various articles to download via Canvas, JFK Library databases, or the internet.
You will also need at least 100 3x5 notecards (lined or unlined).

Plagiarism, ChatGPT, and Text-Generating AI

As a professor, I’ve noticed that students often resort to plagiarism when they run out of time or don’t understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism. For a definition of plagiarism, and for resources on avoiding it, see my Syllabus Appendix on Canvas. The Syllabus Appendix

also contains advice and class policy related to ChatGPT and other kinds of text-generating AI.

Disabilities

As your professor, I want all students to succeed in class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the [Office for Students with Disabilities](#) (Student Services Building Room 1320).

Change

I may make reasonable changes to the syllabus when needed.

Class Schedule

STAGE ONE: DESIGNING A RESEARCH PROJECT

WEEK ONE

23 January: Class Introduction—Who's in the Class? What Are Our Goals?

25 January: Class Introduction—First Thoughts on the History of Los Angeles

WEEK TWO

30 January: Further Thoughts on the History of Los Angeles

Read) Gilbert Estrada, "If You Build It, They Will Move: The Los Angeles Freeway System and the Displacement of Mexican East Los Angeles, 1944-1972," *Southern California Quarterly* 87 (Fall 2005): 287-315.

Reading Response 1 due by the start of class

1 February: Further Thoughts about the History of Los Angeles

Read) Kelly Lytle Hernandez, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Chapel Hill: University of North Carolina Press, 2017), 45-63, 221, 234-240. [Chapter 2: "Hobos in Heaven" plus notes]

Read) Maria Nolasco, "Beyond the Ashes: Community Reconstruction in the Aftermath of the 1965 Watts Riots," 16 December 2022, <https://storymaps.arcgis.com/stories/77b759e6e1a443e7bf24b5dc2c6c67f0>

Reading Response 2 due by the start of class

WEEK THREE

6 February: Exploring Cal State LA Special Collections and Archives

Read) *Past Due: Report and Recommendations of the Los Angeles Mayor's Office Civic Memory Working Group* (Los Angeles: Huntington-USC Institute on California and the West, 2021), <http://civicmemory.la/PDF/>

****NOTE:** This is a big document (184 pages long) so you should skim the table of contents and read what you see as the most interesting 20-30 pages. For quick background on the overall project, I recommend starting by reading this [press release from the mayor's office](#).

Response 3 due by the start of class

Meet in Special Collections & Archives, JFK Library Palmer Wing, 2nd floor.

8 February: Diving Deeper into Cal State LA Special Collections

Meet again in Special Collections & Archives, JFK Library Palmer Wing, 2nd floor.

WEEK FOUR

13 February: Developing a research question // Building a research proposal

Meet in JFK Library North (room TBD)

Note: By the end of class today, you should have a general idea of your research topic.

15 February:

Readings TBD

Kendall Faulkner's tutorial on Chicago-style citations (see Canvas)

Response 4 due by the start of class

WEEK FIVE

20 February: Finalizing your Project Design

Paper Proposal due by the start of class

22 February: Digital History and Connecting to Audiences

Guest presentation on writing engaging object labels by Veronica Proctor from the Autry Museum of the American West

STAGE TWO: GATHERING AND ANALYZING SOURCES

WEEK SIX

27 February: Small Group Meetings

Half of you will meet with me in my office (King Hall C4076A) today for a scheduled meeting. The rest of you will have an independent work day.

29 February (LEAP DAY!): Identifying and Analyzing Primary and Secondary Sources

Meet in JFK Library North (room TBD)

WEEK SEVEN

5 March: Small Group Meetings

Half of you will meet with me in my office (King Hall C4076A) today for a scheduled meeting. The rest of you will have an independent work day.

7 March: Analyzing Primary Sources

Annotated Bibliography due by the start of class

Bring your blank 3x5 note cards to each class session, starting today.

WEEK EIGHT

12 March: Analyzing Primary Sources and Creating Paragraphs

Draft Object Labels due by the start of class

You should have 25 research cards by today.

14 March: Independent Work Day or Optional Meetings with Me

WEEK NINE

19 March: Analyzing Primary Sources and Creating Paragraphs

Bring in materials for your Primary Source Analysis today.

21 March: Analyzing Primary Sources and Creating Paragraphs

Primary Source Analysis due by the start of class

You should have 50 research cards by today.

WEEK TEN

26 March: Refining our Ideas // Building Paragraphs and Labels

Feedback Forum! Half of you will receive in-class feedback today from Autry experts on your object labels. Bring paper copies of your Draft Object Labels to class. The other half of the class will workshop their projects with me and classmates today.

28 March: Refining our Ideas // Building Paragraphs and Labels

Feedback Forum! Half of you will receive in-class feedback today from Autry experts on your object labels. Bring paper copies of your Draft Object Labels to class. The other half of the class will workshop their projects with me and classmates today.

SPRING BREAK—NO CLASS APRIL 2ND OR 4TH

STAGE FOUR: BUILDING AN ARGUMENT

WEEK ELEVEN

9 April: Discovering an Argument // Identifying Missing Pieces

11 April: Feedback on Outlines

Full-Sentence Outline due by the start of class

WEEK TWELVE

16 April: Refining Outlines and Arguments

StoryMap Rough Draft due by the start of class

You should have 80 research cards by today.

18 April: Refining Outlines and Arguments

Oral Presentations, Round 1 of 4

WEEK THIRTEEN

23 April: Refining Arguments

Oral Presentations, Round 2 of 4

Optional: Submit your Draft Paper this week for quicker feedback!

25 April: Refining Arguments

Oral Presentations, Round 3 of 4

You should have 100 research cards by today.

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| STAGE SIX: WRITING AND REVISING |
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| <i>WEEK FOURTEEN</i> |
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30 April: Writing Workshop

Draft Paper due by the start of class. Submit via Canvas and bring a paper copy to class. If you want the chance to receive extra feedback from classmates, bring two paper copies of your draft instead of just one.

2 May: Refining Arguments

Oral Presentations, Round 4 of 4

StoryMap Full Draft due by the start of class

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| <i>WEEK FIFTEEN</i> |
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7 May: Revising Drafts

No new assignments, but bring a paper copy of your Draft Paper.

9 May: Revising Drafts // End-of-Semester Celebration

No new assignments, but bring a paper copy of your Draft Paper.

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| <i>FINALS WEEK</i> |
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14 May (Thursday)

Final Research Paper (including final reflection essay) due by 11:59pm

Final StoryMap due by 11:59pm