

HIST 3942 History Practicum: Chinese Exclusion Act

Spring 2019 – T 11.45-1.40 / R 12.50-1.40

Instructor: Dr. Selda Altan

Office: Keene-Flint 020 – Office Hours: T/R 2-3.30 pm

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Introduction

The purpose of this history practicum is to introduce students to the basics of historical theory and practice. Throughout the semester, we will work on developing fundamental skills in historical research and analysis, critical reading, and argumentative writing. To practice these skills, we will focus on the *Chinese Exclusion Act*, and its emergent themes. The *Chinese Exclusion Act* can broadly be defined as a series of laws and regulations passed by Congress to prevent Chinese immigration into the U.S. in the 19th and early 20th centuries. Our thematic discussions will center on the origins of Chinese migration to the U.S., and its impact on American politics as it pertains to the questions of race and labor in the 19th century.

Structure and Objectives

The practicum aspect of the course is comprised of three main units. In the first four weeks, we will focus on research skills by which we identify potential sources for a topic of interest. In this unit, we will spend time discovering eligible sources at the University of Florida, and work through diverse types of research materials. In the second unit, we will focus on analytical reading skills, such as close reading, reading for the argument, measuring the credibility of primary and secondary sources, and analyzing documents and other historical materials. In the third unit, we will focus on refining the skills of writing, self-editing, and presenting. By the end of the semester, students will write a research paper prospectus, utilizing the skills and sources, which we worked on during the semester.

Course Materials

Andrew Gyory, *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*, Chapel Hill: University of North Carolina Press, 1998. (eBook version available through UF Library).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th Edition, Boston: Bedford/St. Martin's, 2018.

Mark Donnelly and Claire Norton, *Doing History*, London: Routledge, 2011. (eBook version available through UF Library).

All other materials are available on Canvas. **Please check the syllabus before and after each class to make sure you do the required readings and assignments.**

Expectations

- Students are expected to **attend class on time**, having completed the readings and assignments, and ready with comments and questions to share with the class. Lateness is distracting to class members and arriving more than ten minutes late count as an absence. **You lose 2 points after two excused absences** regardless of your class performance. Attendance will be taken as usual during out-of-class activities.
- **Participation** is graded not solely on the quantity, but on the **quality** of your comments.
- If you miss a class for a valid reason, please do not email the instructor or TA to learn what you miss. Instead, **ask your classmates for class notes and assignments.**
- **No late work** is accepted unless a medical emergency is documented.
- You can use your **tablets and laptops** only for note-taking purposes. If other activity is detected, the student will not be allowed to use technology for the remainder of the semester.
- You can send **emails to the instructor or course assistant** any time you need to, but do not expect an immediate response either after 6 pm or on weekends. Emails without formal salutation and closing will not be answered.
- **Office visits** are highly encouraged during the office hours, but if you have a conflict, please request another time that works for you.

- If you need any **special accommodations**, please contact the Dean of Students Office (<https://dso.ufl.edu>) or the Disability Resource Center (<https://disability.ufl.edu>) and inform the instructor about your special needs.
- **Exercises** on the syllabus refer to in-class activities while **assignments** are homework to be completed by indicated due date.

Assessment

Attendance and Participation	20%
Exercises and Assignments	30%
Annotated Bibliography	10%
Oral Presentation	10%
Prospectus	30%
3942 Assessment	*

Schedule of Classes and Assignments

Week 1

- Jan 8 Course and syllabus introduction
- Jan 10 *What is history?*
 Exercise 1 (no points): Terms
 Read: *Doing History*, chapter 1: Introduction, pp. 3-17.

Week 2

- Jan 15 Lecture: Chinese Immigration to the U. S.: Causes and Effects
 Read: Gyory, chapter 2, pp. 17-38.
 Exercise 2 (2 points): Reading history books, first look
- Jan 17 *What is a source? How to use it?*
 Read: *Doing History*, chapter 4: Using Sources, pp. 65-81.

Week 3

- Jan 22 *Where to find sources?*
 Exercise: Bring your laptops/tablets for class exercise.
- Jan 24 Documentary: Chinese Exclusion Act
 Exercise 3 (2 points): Watching to learn

Week 4

Jan 29 Exercise 3 (5 points): Library scavenger hunt

Jan 31 Library visit, special collections

Assignment 1 (3 points): Specify 3 collections/locations in the library that can be useful for an Asia-related research. Please specify the research topic.

Week 5

Feb 5 *Reading and using secondary sources*

Perspectives in history

Read: *Doing History*, chapter 2: Changing Approaches to History, pp. 19-49.

Feb 7 *Textual and non-textual analysis*

Exercise 4 (2 points): Read a text to analyze its discursive qualities. Analyze an image.

Read: Gyory, chapter 1, pp. 3-16.

Week 6

Feb 12 Museum Visit

Exercise 5 (2 points): Objects and interdisciplinary visions in history

Feb 14 *History and other fields: how to interact*

Exercise 6 (3 points): Museum visit conclusions

Week 7

Feb 19 Lecture: American reactions to Chinese immigration

Organizing your research findings

Read: Gyory, chapter 3, pp. 39-59.

Feb 21 *Alternative histories*

Read: *Doing History*, chapter 8: Histories from Another Perspective, pp. 137-152.

Week 8

Feb 26 Lecture: The Politics of Chinese Exclusion

Read: Gyory, chapter 4-5, pp. 60-91.

Feb 28 *Writing in history*

Read: *Doing History*, chapter 5: How do Historians Write History, pp. 83-97.

--- Spring Break ---

2-9 March 2019

Week 9

Mar 12 *What is a thesis statement? Writing argumentative essays*

Annotated bibliography due

Mar 14 *They say/I say*

Exercise 7 (5 points): Work with templates to situate your argument

Week 10

Mar 19 Lecture: Denis Kearney and American labor against Chinese immigration

Structure in writing

Read: Gyory, chapter 7, pp. 109-135.

Mar 21 Issues in Writing (self-editing for descriptive and biased writing)

Week 11

Mar 26 Lecture: The Chinese Exclusion Act, 1882

Plagiarism and Academic Honesty

Read: Gyory, chapter 12, pp. 242-259; Rampolla, chapter 6: Plagiarism

Mar 28 *Quoting and citing in historical writing*

Read, Rampolla, chapter 7: Quoting and Documenting Sources

Exercise 8 (3 points): Create 6 footnote and bibliography entries.

Week 12

Apr 2 *What to do with a history major?* (divided class)

Assignment 2 (3 points): Find three famous people (non-historians) with history majors. How do you think their training in history helped in their profession?

Apr 4 *How to present an historical research in class or in social media*

Week 13

Apr 9 Lecture: the Effects and Legacy of the Chinese Exclusion

Apr 11 Peer editing for writing and presenting

First drafts due in paper copy, bring color pens

Week 14

Apr 16 Oral presentations

Apr 18 Oral presentations

Week 15

Apr 23 Course evaluation, HIS 3941 assessment, and concluding remarks

Prospectus due by 11.45 am