

History 96W: Introduction to Historical Practice



Reframing LA

UCLA, Spring 2014

Haines A28, Monday 12:00—2:50 PM

Instructor: Daniel Lynch, M.A. C. Phil.

Contact: daniellynch@ucla.edu

Office Hours: Monday 3:00—5:00 PM and by appointment in Bunche Palm Court 2169

Course Overview:

From the Spanish-Mexican pueblo of Los Angeles to the rise of LA as the second largest metropolis in the United States, this course will trace the city's development with an eye to national and global significance. While evaluating new scholarly views of the city's past that take into account issues of race, class, gender and sexuality, we will also compare our own views of the historical and physical landscape.

Course objectives:

Students will...

1. Read, question and come prepared to discuss recent scholarship on Los Angeles.
2. Research an important event in the city's past.
3. Write an 8-10 page research paper that draws upon primary and secondary sources to make an original and compelling argument about the event's significance.
4. Take two or three original and compelling digital photographs of a location tied to the event using your phone or another device—one should include you in the frame (selfie).
5. Give a 3-minute oral and visual presentation that reframes the event and location for the class. Also, write a 300-word article that includes the main points of your presentation.

Required Texts (all available at the UCLA Store):

Avila, Eric. *Popular Culture in the Age of White Flight Fear and Fantasy in Suburban Los Angeles*. Berkeley: University of California Press, 2004.

Hurewitz, Daniel. *Bohemian Los Angeles and the Making of Modern Politics*. Berkeley: University of California Press, 2007.

Schrank, Sarah. *Art and the City: Civic Imagination and Cultural Authority in Los Angeles*. Philadelphia: University of Pennsylvania Press, 2009.

Stevenson, Brenda E. *The Contested Murder of Latasha Harlins: Justice, Gender, and the Origins of the LA Riots*, 2013. New York: Oxford University Press, 2013.

Torres-Rouff, David Samuel. *Before L.A.: Race, Space, and Municipal Power in Los Angeles, 1781-1894*, 2013. New Have, CT: Yale University Press, 2013.

Grading Breakdown:

40 % Research paper (10% annotated bibliography; 10% rough draft; 20% final paper)

30 % Reframing place (10% photos; 10% oral presentation; 10% 300-word article)

30 % Participation (keeping up with course readings; reading responses; participating in all class discussions and activities)

Participation & Seminar Rules:

Show up and share! Showing up regularly and on time is necessary—but by no means sufficient—for a good participation grade. In each seminar session, you should contribute several times in a meaningful way that reveals you are keeping up with course readings and with your individual project.

Help create a safe space: In order for us to have a safe space to share our ideas, all of us must show respect for each other at all times. We will be discussing sensitive issues related to race, class, gender, exploitation and violence. With this in mind, we must:

1. Choose our words carefully and be ready to clarify our thoughts when we misspeak.
2. Resist the temptation to respond aggressively or dismissively to others when we hear statements that we perceive to be wrong or otherwise objectionable.

Disagreeing with others—including the instructor—is acceptable and encouraged, but the key is to disagree in a way that is civil and to critique the argument, not the person.

Disruptive behavior, which the UCLA Faculty and Staff Guide defines as that which “interfere[s] in UCLA’s learning environment with behavior that is reckless, disorderly, paranoid, aggressive, defiant, destructive, threatening, dangerous to self or dangerous to others,” will be reported to the Office of the Dean of Students and may result in expulsion from the seminar.

Do not monopolize the conversation: I want everyone to be fully engaged in seminar discussions. If a few people speak too much then others aren't speaking enough. Please do not be offended if I skip over you to call on a student who does not speak as often or ask to speak you privately about talking too much in class.

Technology: I encourage you to bring a laptop or tablet into class in order to take notes or do other activities directly related to the discussion at hand—for example, viewing the course website on MyUCLA or a database that we are talking about that day in seminar. Your participation grade will suffer, however, if you check your email or view other websites during class time. Please turn your cell-phone OFF—not silent or vibrate—upon entering the room so that class is not interrupted and so that you are not tempted to use it. If your phone rings in class, I may answer it.

Plagiarism: Defined by the UCLA Office of the Dean of Students as “presenting another’s words or ideas as if they were one’s own,” plagiarism will not be tolerated in this seminar. Most written work will be submitted through turnitin.com—a program designed to detect plagiarism. Any problems with plagiarism or other forms of academic dishonesty will be referred to the Dean’s Office according to official campus policy. For more information, visit the Dean’s Office website: <http://www.studentgroups.ucla.edu/dos/>

Late work:

- Late work turned in within the first 24 hours after a deadline will receive a 10% grade deduction.
- Work turned in more than a day late, but less than a week late, will receive a 20% deduction.
- Work more than one week late will not be accepted.

Reading Responses:

Two types:

1. A one-paragraph response to a prompt or question (will be submitted to turnitin.com)
2. A thoughtful question for class discussion (posted to a thread on the course website)

Reading responses will be due the Sunday night before class, before midnight.

Research Paper:

Students will write an 8-10 page research paper that draws equally upon primary and secondary sources to address an important event in Los Angeles history. You will make, and defend with evidence, an original historical argument regarding this event while taking into account relevant issues pertaining to race, class, gender and sexuality.

Sources:

Your paper should draw equally upon primary and secondary sources:

- A *secondary* source is a book or article written by an historian about the past.
- A *primary* source is a piece of evidence that a historian can use to make an argument about the past. Examples include newspaper articles from the time period, census data, private letters, memoirs and artifacts.

Books that are not available in the UCLA library system can generally be ordered through Interlibrary Loan. There is also a wealth of online source material available to you by nature of being a UCLA student. Academic journal articles can be obtained through the library's website via "America: History and Life" and "JSTOR" databases, and the library's US history research guide is a great place to start your search for primary sources:

<http://guides.library.ucla.edu/content.php?pid=474000&sid=3881538>

Students with Disabilities: Please register with the Office of Students with Disabilities as soon as possible so that you can begin receiving the assistance you need: <http://www.osd.ucla.edu/>

Writing Format and Citations:

- Spell-check and proofread everything.
- Use a standard and reasonably sized font, such Times New Roman, size 12.
- Double-space every assignment, unless otherwise specified.
- Avoid passive construction. Try to identify the agent—the person(s) who did x.
- Do not use contractions, colloquialisms or slang.
- Margins should be one inch all the way around.
- Include page numbers if the document is more than one page.
- Cite all sources and adhere to Chicago full-note or Turabian footnoting style.

Zotero: Make it easy on yourself by using Zotero! In order to eliminate confusion regarding how to cite sources and in order to facilitate the sharing of information about sources, we will construct a common bibliography for the course using Zotero. I strongly encourage you all to set up a free account on Zotero and download the plug-in for your browser as soon as possible. We will go over Zotero in class during the third week but to get started now please visit <http://www.zotero.org/>

Tentative Course Schedule:

Week 1 (Mon. 3/31):

- Review syllabus
- Reading: Packet on Los Angeles-related holdings at UCLA Special Collections
- Southern California Chivalry Part I

Week 2 (Mon. 4/7):

- Reading: Avila “Social Flashpoints,” Ethington “*Ed Urbis Condida*”
- Reading response to Avila and Ethington due Sunday night before midnight
- Discuss Avila and Ethington
- UCLA Special Collections visit with Robert Montoya and Jennifer Osorio, 1:30—2:50 (Research Library basement)

Week 3 (Mon 4/14):

- Reading: first half of Torres-Rouff, *Before LA* (intro and chapters 1—3)
- Southern California Chivalry Part II
- Presentation by Marta Brunner in the Research Library, second floor, East Classroom 1:30—2:50
- You can reserve your research topic on MyUCLA starting at 8:00 AM on Tuesday 4/15. After making sure that no-one has claimed your topic, post your topic to the discussion forum in the thread called “Research Topics.” If you decide to change your topic, delete your previous post and make sure no one has claimed your new topic.

Week 4 (Mon. 4/21):

- Reading: second half of Torres-Rouff, *Before LA* (chapters 4—6 and conclusion)
- Reading response to Torres-Rouff due Sunday night before midnight
- Discussion of Torres-Rouff
- Sample photo presentation on the Garfias Adobe/Casa de General Apartments in South Pasadena
- Southern California Chivalry Part III

Week 5 (Mon. 4/28):

- Readings: selections from Schrank’s *Art and the City* (intro and chapters 1, 2 and 5)
- Reading response to Schrank due Sunday night before midnight.
- Discussion of Schrank
- Warren Berkey class visit to discuss framing shots and the website idea.

Week 6 (Mon. 5/5):

- Annotated bibliography with topic & research question due to MyUCLA Sunday (5/4) before midnight.
- Scheduled 30 minute appointments with instructor on Monday 5/5 or Wednesday 5/7 to discuss your topic, research question and sources. Please be on time and also make sure to bring a hardcopy of your annotated bibliography/research question.

Week 7 (Mon. 5/12):

- Reading: selections from Hurewitz's *Bohemian Los Angeles* (introduction, preface, chapters one and two)
- Reading response to Hurewitz due Sunday night before midnight.
- Discussion of Hurewitz
- Jean Paul de Guzman class visit to share his experiences as an historian and photographer of LA
- "Writing the Conclusion First" activity

Week 8 (Mon. 5/19):

- Reading: selections from Avila's *Popular Culture* (preface and chapters 1, 4 and 5)
- Reading response to Avila due Sunday night before midnight
- Eric Avila class visit and presentation on art of the freeways
- Final presentations (Group 1): no more than 3 minutes. The time limit will be strictly enforced, so please rehearse your talk before hand

Week 9 (Mon. 5/26): Memorial Day Holiday

- Reading: first half of Stevenson, *Contested Murder* (preface and chapters 1—4)
- Rough draft (at least 5 full pages, double-spaced) due to MyUCLA by Wednesday (3/5) before 10 PM and also bring a hard copy to our appointment
- Scheduled 30 minute appointments with instructor on Tuesday 5/27 or Wednesday 5/28 to review and discuss your rough draft. Please be on time and also make sure to bring a hardcopy of your rough draft.
- Peer Reviews:
 - Email your rough draft to your partner by Wednesday 5/28.
 - You are responsible for writing a response—between a half-a-page to a full page double-spaced—to your partner's draft.
 - Please offer positive feedback and constructive criticism, and base your response on the paper guidelines I handed out in class and posted on MyUCLA. Email this response to your partner by Friday, 5/30.
 - You will then grade your partner's response based on its helpfulness on a scale of 1-5 (5 being most helpful) and will forward me the response by Sunday, 6/1.
 - Don't forget to include your grade of the review and the name of the reviewer in your email to me: DanielLynch@ucla.edu

Week 10 (Mon. 6/2):

- Reading: second half of Stevenson, *Contested Murder* (chapters 5—7 and epilogue)
- Reading response to Stevenson due Sunday night before midnight.
- Brenda Stevenson class visit.
- Final presentations (Group 2): no more than 3 minutes. The time limit will be strictly enforced, so please rehearse your talk before hand.

Final papers due to MyUCLA by Monday, June 9.

Final photos due to instructor and 300-word article to MyUCLA by Friday, June 13.