

History 701

History in a Global Perspective

ver. 1.5 – 11/30/2015

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Office hours: Thursday, 11:00 a.m. to 2:10 p.m.,
or by appt. (email me)

Seminar meetings
Thursdays, 1:20-2:10 p.m.
5233 Mosse Humanities Bldg*
(Curti Lounge)
* With one exception
noted on the schedule

Our agenda

History 701 is a one-credit, one-hour, required weekly seminar for students in their first semester in the Ph.D. program in History. It is convened by the professor currently serving as Director of Graduate Studies. The course has multiple goals:

1. To give you an opportunity, at the outset of your graduate career, to become better acquainted with your cohort and their diverse geographical, thematic, and methodological interests. Your cohort will delineate the “cutting edge” in historical studies in future years. As you push the boundaries of the discipline, it is quite likely that you will learn as much from each other as you do from the faculty. This seminar is intended to launch that process.
2. To encourage you to think in broad, expansive terms about the discipline and profession of history and about your own work. As you progress through the graduate program, your work will inevitably become more specialized. This seminar encourages you to develop the lifelong reflex of thinking “laterally” – thinking broadly and engaging routinely with a wide array of historians, historical work, and audiences.
3. To introduce you to members of our faculty and to the array of professional, geographic, chronological, and thematic interests that they embody. During most seminar meetings, visiting historians will lead a discussion of their work and field of expertise.
4. To give you an introduction to some of the current issues that animate discussion in the discipline.
5. To provide a friendly forum (usually the first ten minutes of seminar) in which to ask any questions you may have, quotidian or otherwise, about life as a graduate student.

Given the size of the class and the limited time at our disposal, our discussions will inevitably be suggestive and illustrative rather than comprehensive. As with every course that you will take as a graduate student, how much you get out of the seminar will depend on how much you put into it. Optimally this seminar will instill in you a perpetual curiosity to explore the intersections of your research interests and those of historians working in widely different times and places or with radically different methodological tools.

Requirements

The requirements of this course are modest: do the reading and writing assignments, reflect on them in your almost-weekly discussion posts, and come to seminar prepared to engage in thoughtful and informed conversation.

Please arrive a few minutes early so that we may begin on time. Most seminars will begin with about 10 minutes for our own internal discussion, followed by a faculty visitor at 1:30 p.m. Our guests will speak for about 15 minutes, and we will then open the floor to discussion, led by the visiting historian and moderated by Prof. Dunlavy.

Readings: After the first week's reading (for September 10), any readings assigned by our guests (one or two short pieces at most) will be posted on Learn@UW one week in advance.

Please notify me in advance if you must be absent. Note that this is a credit/no-credit course so participation is absolutely essential.

Assignments

For our second meeting (Sept. 10), write a short reflection on the assigned readings and post it on our Learn@UW discussion list no later than 9 a.m. the morning of our seminar meeting.

For seven of the nine remaining weeks in which we have faculty visitors, post on our discussion list a short reflection on the assigned reading(s) – due no later than 9 a.m. the morning of our seminar.

What is a “short reflection”? Aim for 150-250 words, and think of it as a thoughtful blog post. It might take the form of a short critique of the readings (strengths and weaknesses), for example, or it might lay out and explain questions that the reading raises in your mind. The emphasis is on “reflection” as in “careful consideration.” Use these reflections as opportunities to sharpen your critical-thinking skills, your lateral-thinking reflex, and your ability to convey your thoughts in engaging, succinct prose.

To access the readings and to post your reflections, you will need to use the seminar's Learn@UW page. Go to Learn@UW (<https://learnuw.wisc.edu> or via My UW) → log in using your NetID and password → locate History 701 on your class list → click on “Content” (for the readings) or “Discussion” (to post your comments). The best technique is to compose your reflection in a word processing program and then cut and paste it into the discussion. Please do not upload a document.

Each week, please set aside time on Thursday morning to read the other students' reflections before seminar. As you do so, think about which reflections are more useful (thought-provoking, enlightening, engaging) and what makes them so. Then try to emulate those qualities in your own posts.

Schedule

Note: All assigned readings will be available on our Learn@UW site. Those assigned by visiting historians will be posted one week in advance and are not listed below. Note that the hyperlinks below will take you to the faculty member's department web page. The schedule of visitors may change as circumstances require. As faculty give me assigned readings for you, I will periodically update the syllabus; those citations may be incomplete.

September 3 – Introductions

September 10 – Orientation / Introduction to Current Issues in the Discipline

- Cronon, William. "Getting Ready to Do History." *Carnegie Essays on the Doctorate*. Carnegie Foundation for the Advancement of Teaching, 2004. 18 pp.
- Banner, James M., Jr. *Being a Historian: An Introduction to the Professional World of History*. New York: Cambridge University Press, 2012. Pp. 1-33.
- Guillory, John. "How Scholars Read." *ADE Bulletin*, no. 146 (Fall 2008): 8-17.
- Denbo, Seth, et al. "History as a Book Discipline (Forum)." *Perspectives on History* (April 2015): 19-27.
- "AHR Conversation: How Size Matters: The Question of Scale in History." *American Historical Review* 118, no. 5 (December 2013): 1431-72.
- Pomeranz, Kenneth. "Presidential Address: Histories for a Less National Age." *American Historical Review* 119, no. 1 (February 2014): 1-22.

September 17 – Associate Professor Joe Dennis, East Asian history / late imperial China

- Pomeranz, Kenneth. "AHR Forum: Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjunction." *American Historical Review* . . . (2002).

September 24 – Associate Professor Jennifer Ratner-Rosenhagen, US history / intellectual and cultural

- Igo, Sarah E. "Toward a Free-Range Intellectual History." In *The Worlds of American Intellectual History*. Edited by Joel Issac, James Kloppenberg, Michael O'Brien, and Jennifer Ratner-Rosenhagen. Oxford University Press, forthcoming.

October 1 – Associate Professor [Cindy I-Fen Cheng](#), US history / identity, Cold War, Asian American

- Podcast, This American Life, 567: [What's Going On In There](#), September 28, 2015.

October 8 – Meeting in Memorial Library (Room 231) with Julianne Haahr, History Department liaison

October 15 – Discussion of the advising/mentoring process

October 22 – Assistant Professor [Kathryn Ciancia](#), European history / modern Eastern Europe

- Wolff, Larry. *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford: Stanford University Press, 1994. Introduction, pp. 1-16.
- Zahra, Tara. "Going West." *East European Politics and Societies* 25:4 (November 2011): 785-791.

October 29 – Assistant Professor [Shelly Chan](#), East Asian history / modern China, emigration, diaspora

- Brubaker, Rogers. "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28: 1 (January 2005): 1-19.

November 5 – Assistant Professor [Elizabeth Hennessy](#), historical geography, Latin Am./global environmental history, animal studies, political economy of development

- Sutter, Paul S. "The Tropics: A Brief History of an Environmental Imaginary." In *The Oxford Handbook of Environmental History*, pp. 178-204. Edited by Andrew C. Isenberg. New York: Oxford University Press, 2014.

November 12 – Professor [Suzanne Desan](#), European history / early modern Europe, France, French Revolution

- Hunt, Lynn. *Writing History in the Global Era*. New York: W. W. Norton and Co., 2014. Chapter 2, "The Challenge of Globalization," 44-77.
- Norton, Marcy. "Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics." *American Historical Review* 111: 3 (June 2006): 660-691.

November 19 – Assistant Professor [Giuliana Chamedes](#), European history / twentieth-century Europe, international history, political Christianity

- No assigned reading. Respond to Professor Chamedes' questions in your discussion post:

"On the basis of the conversations you've had so far in this class, are you excited about the possibility of studying history transnationally? Why or why not? Think about the particular research interests that brought you to this PhD program in the first place. What do you see as the core challenges to doing 'history in global perspective,' as applied to your particular research interests? If you want to give a convincing answer to some of your core historical questions, do you need to take on a transnational perspective? Why or why not?"

She encourages you to reflect on whatever approach to the question appeals most to you – that is, a general question about transnational history or a more focused one centered on your own research interests. So even though you don't need to post a response that covers all the bases, please do think about both sides of the question.

November 26 – Thanksgiving break; no meeting

December 3 – Professor [Tony Michels](#), US history / American Jewish history, Yiddish culture, socialism, working-class history, nationalism

- Hollinger, David A. *Science, Jews, and Secular Culture: Studies in Mid-Twentieth-Century American Intellectual History*. Princeton: Princeton University Press, 1966. Ch. 2, "Jewish Intellectuals and the De-Christianization of American Public Culture in the Twentieth Century," pp. 17-41.

December 10 – Wrap-up discussion

Prof. D.'s readings recommended for all historians

For all-around inspiration

Bloch, Marc. *The Historian's Craft*. New York: Vintage Books, 1953. Or a later edition; multiple copies are available in the library. Bloch was a founding member of the *Annales* School. A member of the French resistance, he was executed by the Gestapo shortly before the end of World War II.

On the profession

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. New York: New York University Press, 1999.

Tyrrell, Ian R. *Historians in Public: The Practice of American History, 1890-1970*. Chicago: University of Chicago Press, 2005.

Banner, Jr., James M., and John R. Gillis, eds. *Becoming Historians*. Chicago: University of Chicago Press, 2009. Memoirs of leading historians.

Banner, Jr., James M. *Being a Historian: An Introduction to the Professional World of History*. New York: Cambridge University Press, 2012.

Townsend, Robert B. *History's Babel: Scholarship, Professionalization, and the Historical Enterprise in the United States, 1880-1940*. Chicago: University of Chicago Press, 2013.

Barreyre, Nicolas, Michael Heale, Stephen Tuck, and Cécile Vidal, eds. *Historians across Borders: Writing American History in a Global Age*. Berkeley: University of California Press, 2014.

Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge: Cambridge University Press, 2014. – available online at <http://historymanifesto.cambridge.org/>.

Useful knowledge

Grafton, Anthony. *The Footnote: A Curious History*. Cambridge, Mass.: Harvard University Press, 1997.

Poovey, Mary. *A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society*. Chicago: University of Chicago Press, 1998.

Bayard, Pierre. *How to Talk About Books You Haven't Read*. New York: Bloomsbury USA, 2007. Entertaining work by a French professor of literature.

Writing aids

Strunk, Jr., William, and E. G. White. *The Elements of Style* (any recent edition). The original (1918) edition is available online at <http://www.bartleby.com/141/>. Venerable and still indispensable.

Pyne, Stephen J. *Voice and Vision: A Guide to Writing History and Other Serious Nonfiction*. Cambridge, Mass.: Harvard University Press, 2009.

Fish, Stanley. *How to Write a Sentence: And How to Read One*. New York: Harper, 2011.

Analytical aids

Browne, M. Neil, and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. Englewood Cliffs, N.J.: Prentice Hall – any recent edition.

Fischer, David Hackett. *Historians' Fallacies: Toward a Logic of Historical Thought*. New York: Harper & Row, 1970. Though dated, this classic is still useful and entertaining.

Lukes, Stephen. *Power: A Radical View*, either the original (1974) ed. or the second edition (2005). The second edition includes the original edition in unrevised form plus two additional chapters in which Lukes amends his own work and responds to critics.

Sewell, William H. *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press, 2005.

On the research process and related matters

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Rev. by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff, 8th ed. (Chicago: University of Chicago Press, 2013). Make sure it's the 7th or later edition, which includes, as Part I, a revised and condensed version of the following book.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, 3rd ed. (Chicago: University of Chicago Press, 2008). More in-depth treatment of the subject than in the Turabian edition above. Available as an electronic book through MadCat.

The academic literature on the history curriculum throughout the English-speaking and Latin-speaking world, especially on the purposes attached to history as a school subject and the variety of pedagogical approaches prescribed is also considered. The results of a project that addressed the following interrelated research questions are then outlined: â€¢ What is the historical background to the current secondary school history curriculum in Chile? â€¢ What are the current developments of the secondary school history curriculum in Chile? â€¢ What are the issues of concern for secondary school history teachers in Chile?Â History 701 HISTORY IN A GLOBAL PERSPECTIVE: Globalization and the "People without History. Francisco A. Scarano. Read more. Chapter. International perspectives.