

## HISTORY 900 – INTRO TO HISTORY FOR U.S. HISTORIANS – FALL 2011

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DEPARTMENT OF HISTORY, UNIVERSITY OF WISCONSIN-MADISON

MEETING TIME AND PLACE – Mondays, 11:00 a.m. to 1:00 p.m., 5245 Mosse Humanities

PROF. DUNLAVY – ofc: 5109 Mosse Humanities Bldg., mailbox #5005, t. 608.263.1854, [cdunlavy@wisc.edu](mailto:cdunlavy@wisc.edu)

OFFICE HOURS: Monday, 1:00-2:00 p.m.; Tuesdays, 5:30-6:30 p.m.; or by appointment.

### GOALS OF THIS COURSE

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The faculty in U.S. history created this course with three purposes in mind. One is to provide a forum in which incoming U.S. students – yourselves – can become better acquainted with each other. A second goal is to introduce you to a broad range of the U.S. faculty at the outset of your graduate career. Each week from Sept. 26 through Dec. 5, a member of the U.S. faculty will visit seminar to discuss recent developments in her/his field(s) of expertise. These visits will usually take place during the second hour of seminar.

The third goal is to give you a common grounding in certain essentials of the profession as you embark on your graduate career. The interpretation of this goal has varied somewhat from year to year, depending on who has taught the course. This year, the seminar emphasizes the history of writing about U.S. history since the late nineteenth century, a subject that has enjoyed something of a renaissance in the last decade or so and that will encourage us to reflect on what it is that historians do, how it has changed over time, and how it might be transformed in the future. We will also explore essential conceptual tools for historians (learning to discern the influence of modernization theory in the work of historians, thinking about power), the challenges of internationalizing U.S. history, the burgeoning body of digital resources, professional issues such as the education of historians and professional ethics, and the research process (culminating in a research proposal).

### READINGS AND WRITING ASSIGNMENTS

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The assigned reading is rather heavy in the first weeks of the semester and then eases a bit. In the last weeks of the semester, you will be working principally on your own research proposals. The following books are available for purchase in local bookstores and have been placed on reserve at UW libraries:

- Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).
- Ian Tyrrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).
- Eric Foner and Lisa McGirr, eds. for the American Historical Association, *American History Now* (Philadelphia: Temple University Press, 2011).
- Organization of American Historians, *America on the World Stage: A Global Approach to U.S. History*, eds. Gary W. Reichard and Ted Dickson (Urbana: University of Illinois Press, 2008).
- Steven Lukes, *Power: A Radical View*, 2d ed. (New York: Palgrave Macmillan, 2005).
- Kate L. Turabian, *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, 7<sup>th</sup> ed. (Chicago: University of Chicago Press, 2007). [Make sure it's this edition!]

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

Other assigned readings will be available on Learn@UW or elsewhere on the internet (a handful remains to be finalized—update to follow soon).

Other useful works to know about (on reserve, non-circulating, or available as electronic resources at UW libraries):

- M. Neil Browne, *Asking the Right Questions: A Guide to Critical Thinking*, 8th ed. (Upper Saddle River, N.J.: Pearson Prentice Hall, 2007). *Or the 2004 edition.*
- Richard B. Morris and Jeffrey B. Morris, *Encyclopedia of American History*, 7th ed. (New York: HarperCollins Publishers, 1996). *Also, look for specialized encyclopedias in your field of interest.*
- Gary B. Nash, gen. ed., *Encyclopedia of American History*, 11 vols. (New York: Facts on File, 2003). *"Offering 11 volumes and about 3,500 entries, this comprehensive set follows the congressional-mandated National Standards for United States History - a project coedited by the editor of this encyclopedia. Each of the first 10 volumes covers a different period in American history with an alphabetical list of entries. A chronology of important events for that period, reprints of important documents, and an index specific to each volume are included. The last volume includes a comprehensive index."--"The Top 20 Reference Titles of the Year," American Libraries, May 2004.*
- *Good complements to our historiographical readings:*
  - Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge: Harvard University Press, 1998).
  - Eric Foner, ed., for the American Historical Association, *The New American History* Philadelphia: Temple University Press, 1990).
  - ———, *The New American History*, rev. and expanded ed. (Philadelphia: Temple University Press, 1997).
  - James M. Banner, Jr., ed., *A Century of American Historiography* (Boston: Bedford/St. Martin's, 2010).
- *More on transnational history:*
  - Thomas Bender, ed., *Rethinking American History in a Global Age* (Berkeley: University of California Press, 2002).
  - Thomas Bender, *A Nation Among Nations: America's Place in World History* (New York: Hill and Wang, 2006).

Four assignments are required over the course of the semester. The first is a review essay, in which you reflect on the joint implications of our historiographic reading, together with a handful of primary sources that we will select collectively. The second and third are reports, respectively, on the status in your field of transnational approaches to U.S. history and of digital/online resources. The final project, due at the end of the semester, is a research proposal. Our focus will be principally on the *form* that an outstanding proposal should take, although you should treat this as an opportunity to explore in a preliminary way a question that you are considering for future research.

## REQUIREMENTS AND GRADING

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To do well in this course, you need to: come to seminar every week (attendance is mandatory – that's routine in graduate school); come prepared to discuss the reading assignments in depth, which means reading *actively* and bringing your own questions to our collective discussion; and, for the paper assignments, think *hard* and express the fruits of your intellectual work coherently and engagingly in written form. In the first part of the semester, each of you, working with a partner, will take responsibility for launching discussion of the week's assigned readings. Grades will be

based on participation (30%), the review essay (15%), the reports on transnational approaches and digital resources in your field (15% each), and your research proposal (25%).

## SCHEDULE OF LECTURES, SECTIONS, AND READINGS

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**NOTE:** Most seminar meetings will be divided into two parts. In one part – usually, but not always, 11:00 a.m. to 12:00 p.m. – we will discuss assigned readings and other matters; in the other part, one or more members of our faculty will join us to discuss the current state of their field or their research. The roster of faculty visits may change, as circumstances require.

September 12

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Introductions

September 19

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Discussion of *assigned reading*:

- William Cronon, "Getting Ready to Do History," *Carnegie Essays on the Doctorate* (2004). *On Learn@UW*.
- Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).

September 26

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11:00 a.m.-12:00 p.m. – Discussion of *assigned reading*: Ian Tyrrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).

12:00-1:00 p.m. – Prof. Will Jones (Post-WWII, labor, African American history)

October 3

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11:00 a.m.-12:00 p.m. – Discussion of *assigned reading*: Eric Foner and Lisa McGirr, eds. for the American Historical Association, *American History Now* (Philadelphia: Temple University Press, 2011) – *read the entire book quickly, focusing on the chapters most relevant to your interests.*

12:00-1:00 p.m. – Prof. Charles Cohen (religious, colonial history)

October 10

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11:00 a.m.-12:00 p.m. – Prof. Tony Michels (Jewish, radicalism)

12:00-1:00 p.m. – Discussion of a sample of primary sources from the preceding readings, to be chosen collectively. *Selections as of 9/25/11 (will be available on Learn@UW)*:

- Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893).
- Caroline Ware, "Introduction," *The Cultural Approach to American History*, ed. idem for the American Historical Association (New York: Columbia University Press, 1940), 3-16.

October 17

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11:00 a.m.-12:00 p.m. – Profs. William Cronon, Nancy Langston, Gregg Mitman (environmental, Western)

12:00-1:00 p.m. – No assigned reading; discussion topic: What have we learned about the history of writing U.S. history?

Assignment due: review essay (ca. 8-10 pp.), based on the preceding readings.

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## October 24

11:00 a.m.-12:00 p.m. – Essential conceptual tools: modernization theory and power

*Assigned readings:*

- *The Social Sciences in Historical Study: A Report of the Committee on Historiography*, Bulletin 64, Social Science Research Council, 1954, 1-33. *Digital copy on Learn@UW.*
- Clark Kerr et al., *Industrialism and Industrial Man: The Problems of Labor and Management in Economic Growth* (Cambridge: Harvard University Press, 1960), 1-46. *Digital copy on Learn@UW (and multiple copies in UW libraries).*
- Nils Gilman, *Mandarins of the Future: Modernization Theory in Cold War America* (Baltimore: Johns Hopkins University Press, 2003), chs. 1-3 (pp. 1-112). *Digital copy on Learn@UW.*
- Charles Sellers, *The Market Revolution: Jacksonian America, 1815-1846* (New York: Oxford University Press, 1991), 103-171 (chs. 4-5). *Digital copy on Learn@UW.*
- Steven Lukes, *Power: A Radical View*, 2d ed. (New York: Palgrave Macmillan, 2005). *Available at local bookstores and on reserve.*

12:00-1:00 p.m. – Prof. William Reese (education, reform movements)

## October 31

11:00 a.m.-12:00 p.m. – Transnational approaches to U.S. history

*Assigned reading:* Organization of American Historians, *America on the World Stage: A Global Approach to U.S. History*, eds. Gary W. Reichard and Ted Dickson (Urbana: University of Illinois Press, 2008) – *read the entire book quickly, focusing on the chapters most relevant to your interests.*

Assignment due: report (ca. 5 pp.) on transnational approaches in your field of interest

12:00-1:00 p.m. – Prof. Cindy Cheng (Asian American, Cold War culture)

## November 7

11:00 a.m.-12:00 p.m. – The research process

*Assigned reading:*

- Kate L. Turabian, *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, 7<sup>th</sup> ed. (Chicago: University of Chicago Press, 2007). Be sure to get this edition; it differs substantially from earlier editions.
- Adam Przeworski and Frank Salomon, *On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions*. Social Science Research Council, 1995. *On Learn@UW and [available online](#).*

12:00-1:00 p.m. – Prof. John Hall (military, American Indian)

## November 14

11:00 a.m.-12:00 p.m. – Getting (and maintaining) a grip on the growing body of digital resources

*Assigned reading (all linked on Learn@UW):*

- “Interchange: The Promise of Digital History,” *Journal of American History* 95 (September 2008).
- Websites:
  - Digital History Reader: <http://www.dhr.history.vt.edu/>
  - History Matters: <http://historymatters.gmu.edu/>
  - DoHistory (case study of Martha Ballard): <http://dohistory.org/>

- Railroads and the Making of Modern America (GIS-based): <http://railroads.unl.edu/>
- The Valley of the Shadow (path-breaking in its day): <http://valley.lib.virginia.edu/>
- American Memory – Library of Congress: <http://memory.loc.gov/ammem/index.html>
- Learning to Do Historical Research: <http://www.williamcronon.net/researching/>
- History News Network: <http://hnn.us/>

- Google search: [digital history](#)

12:00-1:00 p.m. – Prof. Stephen Kantrowitz (19<sup>th</sup> century, Civil War era)

November 21

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No class meeting – third assignment (on digital resources in your field) is due (email it to me, please); push ahead with your research proposal

November 28

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11:00 a.m.-12:00 p.m. – Professional standards and ethics

*Assigned readings:*

- American Association of University Professional, Statement on Professional Ethics, draft ca. April 1966. Available on Learn@UW.
- George M. Schurr, "Toward a Code of Ethics for Academics," *Journal of Higher Education* 53 (May-June 1982): 318-334. Available on JSTOR and on Learn@UW.
- Daniel Callahan, "Should There Be an Academic Code of Ethics?," *Journal of Higher Education* 53 (May-June 1982): 335-344. Available on JSTOR and on Learn@UW.
- American Association of University Professionals, "Statement on Professional Ethics," (2009), at <http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>.
- American Historical Association, *Statement on Standards of Professional Conduct* (2011), at <http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>.
- Stephanie C. Ardito, "Legal Issues: Plagiarism, Fabrication, and Lack of Attribution," *Information Today* (July/August 2002), <http://infotoday.com>. Available on Learn@UW:
- Christine Rosen, "It's Not Theft, It's Pastiche," *Wall Street Journal (WSJ.com)*, April 16, 2009. Available on Learn@UW.
- Richard Rayner, "Channelling Ike," *The New Yorker*, April 26, 2010. Available on Learn@UW.

12:00-1:00 p.m. – Prof. Nan Enstad (gender, cultural history)

December 5

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11:00 a.m.-12:00 p.m. – Educating historians

*Assigned reading:*

- Ephraim Emerton, "The Requirements for the Historical Doctorate in America," American Historical Association *Annual Report* (1893). Online at <http://www.historians.org/projects/cge/Related/Emerton.htm>.
- Dexter Perkins et al., *The Education of Historians in the United States* (New York: McGraw-Hill, 1962). Online at [http://www.historians.org/projects/cge/1962/EducationofHistorians\\_TOC.htm](http://www.historians.org/projects/cge/1962/EducationofHistorians_TOC.htm). Browse, but be sure to read chs. 6-10.
- Thomas Bender, Philip M. Katz, Colin Palmer, *The Education of Historians for the Twenty-first Century* (Urbana: University of Illinois Press for the American Historical Association, 2004).

Online at <http://www.historians.org/projects/cge/2004/Report/index.html> . Browse, but be sure to read Part 1: Report and Recommendations.

12:00-1:00 p.m. – Prof. Jennifer Ratner-Rosenhagen (intellectual history)

December 12

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11:00 a.m.-1:00 p.m. – Workshop-style presentation of research proposals

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

December 21

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Research proposals are due (ca. 10-12 pp.)