

# History 701

## History in Global Perspective

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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—this semester, that’s me: Professor Dunlavy.

The course has multiple **goals**:

- ~ 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.
- ~ 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 works, and audiences.
- ~ 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.
- ~ To give you an introduction to some of the **current issues** that animate discussion in the discipline.
- ~ 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.*

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### Essential Details

Seminar meets on

Thursdays, 9:55-10:45 a.m.

5233 Mosse Humanities Bldg\*

(Curti Lounge)

\* With the exception of Nov. 9

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### Contact Info

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Office hours

Thursdays, 12:00-3:00 pm, or by appt. (email me). Web conferencing is also an option.

Version History: This is the final edition (ver. 2.0) of the syllabus for Fall 2017. It includes citations to all of the faculty-assigned readings.

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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.

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## Requirements

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

In most of seminars, we will have a faculty visitor. Please arrive a few minutes *before* 9:55 a.m., if possible, so that we may begin on time. Most seminars will begin with about ten minutes for our own internal discussion—a time for the quotidian questions that confront every new graduate students—followed by a faculty visitor at 10:05 a.m. Our guests will speak for about fifteen minutes, and we will then open the floor to discussion, led by the visiting historian and moderated by myself.

Readings: Most of our guests will assign a brief reading (one or two short pieces at most). I will post these on our History 701 Canvas site at least one week in advance of their visit.

Our faculty visits are punctuated by three other kinds of seminars. In the second week, current graduate students will introduce you to some of the active intellectual networks on campus. Later in the semester—after you’ve had a chance to get your “sea legs”—I have scheduled a) a week of readings on selected aspects of the discipline of history and b) a whirlwind tour of the Wisconsin Historical Society archives and of Memorial Library’s Special Collections.

Please notify me in advance if you must be absent from seminar or routinely late. Note that this is a credit/no-credit course so faithful attendance and regular discussion posts are essential.

*Religious holidays:* If any of our seminar meetings fall on a religious holiday that you observe, please let me know in advance that you will not be able to attend that seminar. I will be happy to facilitate a one-on-one meeting with a faculty member whose visit you must miss because of a religious holiday.

## Assignments

Your principal responsibilities are straightforward: do the assigned reading in advance of the seminar, write a short reflection on the



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## Roster of Faculty Visitors

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Anne Hansen – *Buddhist ethical ideas and modern religious reform movements in S.E. Asia, colonial Buddhism, religion and visual culture*

April Haynes - *early U.S. history, gender/race/sexuality in women’s activism and feminist thought*

Mar[ie] Hicks – *computing, labor, and technology history; queer science and technology studies*

Patrick Iber – *20<sup>th</sup>-century Latin America and U.S. foreign relations*

Pernille Ipsen – *cultural and social history of the Atlantic world, changing social categories of race and gender during European colonialism*

Tony Michels – *American Jewish history, Yiddish culture, Russian Jewish history, socialism, working-class history, nationalism*

William Reese – *history of U.S. and European education, reform movements*

Daniel Ussishkin – *modern British/European history, war and society, gender and masculinity*

assigned reading, and post your reflection on our Canvas discussion list (more on that below). These are due no later than 7 a.m. the morning of our seminar meeting.

You must submit at least *seven* reflections – six on readings assigned by one of our eight faculty visitors (your choice) and the seventh on the readings that I have assigned for October 19. You may submit more than seven reflections, of course, if you wish.

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.”

Discussion posting is a **skill-building enterprise**. Use these reflections as opportunities to sharpen your:

- Critical-thinking skills,
- Lateral-thinking reflexes (i.e., your ability to perceive links between a given week’s reading and previous readings in our seminar or elsewhere), and
- Ability to convey your thoughts in engaging, informative, yet succinct prose.

To access the readings and to post your reflections, you will use the seminar’s **Canvas** site:

- Go to <https://canvas.wisc.edu> (or reach the site via My UW at <https://my.wisc.edu>).
- Log in using your NetID and password.
- Click on History 701 in your list of courses.
- Click on Modules in the left-hand navigation bar. For each week, you will see:
  - A link to the assigned reading (which may not appear until one week before the seminar meeting), and
  - A link to that week’s “Discussion” topic. (You can also reach the discussion topics directly by clicking on the Discussion link.)
- To post your reflection, click on the Reply button. The best technique is to compose your reflection in a word processing program and then copy and paste it into your discussion post. Please do not upload a document.

***Time management alert!*** Each week, please set aside time on Thursday morning to read the other students’ reflections before seminar. Do so in two reading modes, paying attention to what they say as well as how they say it. In other words, 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.

**Our week-by-week schedule – next page**

# History 701 Schedule – Fall 2017

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Note: All assigned readings will be available on our Canvas site (pdfs or web links). Those assigned by our faculty visitors will be posted at least one week in advance and are not listed below. (At the end of the semester, I'll issue a final version of the syllabus with full citations in case they may be useful to you in the future.) Note that the hyperlinks on the names below will take you to the person's profile on the department website. The schedule of visitors may change as circumstances require.

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## SEPTEMBER 7 – INTRODUCTIONS

### SEPTEMBER 14 – INTELLECTUAL NETWORKS

- ~ [Brian Hamilton](#) and [Kate Wersan](#), [Center for Culture, History, and Environment](#) (CHE = "chay")
- ~ [Bree Romero](#) and [Kate Turner](#), [Program in Gender and Women's History](#) (PGWH)
- ~ [Rivka Maizlish](#), [Intellectual History Group](#)
- ~ [Denis Alfin](#), [War in Society and Culture](#) (WISC) student working group
- ~ [Carmen Niemeyer](#), History of Science Brown Bag/Colloquium

Reading assignment: Browse the links above before our seminar meeting.

### SEPTEMBER 21 – ASST. PROF. [PATRICK IBER](#) – 20<sup>th</sup>-century Latin America, U.S. foreign relations

- ~ Romero, Federico. "Cold War Historiography at the Crossroads." *Cold War History* 14 (2014): 685-703.

### SEPTEMBER 28 – ASST. PROF. [APRIL HAYNES](#) – early U.S. history, gender/race/sexuality in women's activism and feminist thought

- ~ Spear, Jennifer M. "Colonial Intimacies: Legislating Sex in French Louisiana." *William and Mary Quarterly* 60 (January 2003): 75-98.

### OCTOBER 5 – ASSOC. PROF. [DANIEL USSISHKIN](#) – modern British/European history, war and society, gender and masculinity; PROF. [KARL SHOEMAKER](#) – premodern legal traditions; history of criminal law, punishment/dispute settlement, and social control

- ~ Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005 – Ch. 5, "Modernity," pp. 113-149.

### OCTOBER 12 – ASST. PROF. [MAR\[IE\] HICKS](#) – computing, labor, and technology history; queer science and technology studies

- ~ Drucker, Donna J. "Keying Desire: Alfred Kinsey's Use of Punched-Card Machines for Sex Research," *Journal of the History of Sexuality* 22 (January 2013): 105-125.

### OCTOBER 19 – The Discipline of History – Current and future issues [no faculty visitor]

[Assigned reading](#) – next page

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Assigned reading – for October 19

- ~ 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.
- ~ Grafton, Anthony. "The Footnote from De Thou to Ranke." *History and Theory* 33, no. 4 (1994): 53-76.
- ~ Mbembe, Achille. "The Power of the Archive and Its Limits." In *Refiguring the Archive*, edited by C. Hamilton et al., 19-26. Dordrecht: Kluwer Academic Publishers, 2002.
- ~ Putnam, Lara. "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *American Historical Review* (April 2016): 376-402.
- ~ Denbo, Seth, et al. "History as a Book Discipline (Forum)." *Perspectives on History* (April 2015): 19-27.

**OCTOBER 26 – PROF. WILLIAM REESE – history of U.S. and European education, reform movements**

Assigned reading

- ~ Reese, William J. "The Origins of Progressive Education." *History of Education Quarterly* 41:1 (Spring 2001): vi+1-24.

**NOVEMBER 2 – PROF. ANNE HANSEN – Buddhist ethical ideas and modern religious reform movements in S.E. Asia, colonial Buddhism, religion and visual culture**

- ~ McAlister, Melani. "Guess Who's Coming to Dinner: American Missionaries, Racism, and Decolonization in the Congo," *OAH Magazine of History* 26 (2012): 33-37.

**NOVEMBER 9 – FLASH TOURS of the Historical Society Archives and Memorial Library's Special Collections**

No assigned reading; meet at the entrance to the Wisconsin Historical Society archives (4<sup>th</sup> floor) at 9:55 a.m.

**NOVEMBER 16 – PROF. TONY MICHELS – American Jewish history, Yiddish culture, Russian Jewish history, socialism, working-class history, nationalism**

- ~ Tony Michels, "Is America 'Different'? A Critique of American Jewish Exceptionalism," *American Jewish History* 96 (September 2010): 201-224.

**NOVEMBER 23 – NO MEETING (THANKSGIVING BREAK)**

**NOVEMBER 30 – ASSOC. PROF. PERNILLE IPSEN – cultural and social history of the Atlantic world, changing social categories of race and gender during European colonialism**

- ~ Hassim, Shireen. "Critical Thoughts on Keywords in Gender and History: An Introduction," *Gender and History* 28 (August 2016): 299-306.

**DECEMBER 7 – Wrap-up discussion**

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