

The registration period for the Fall 2012 History 600 Seminars begins Tuesday, March 13. Consult the list below for descriptions of seminars and contact information for the seminar instructors. Please begin contacting faculty as soon as possible. Once you receive permission to enroll in a seminar, your professor will forward that information to Scott Burkhardt. You will receive registration information from Scott no later than April 9. If you are accepted to more than one seminar, Scott will contact you and ask you to *choose one* before that date. General registration begins on April 9 and in order to keep your seminar seat, you must register during your registration period, no later than April 19. If you are unable to register by that date, please contact Scott Burkhardt ([stburkhardt@wisc.edu](mailto:stburkhardt@wisc.edu)) to hold your seat.

In your emails to professors, please include the following information:

Subject line: History 600 Seminar (\*emails titled this way will receive a more prompt response\*)

Student ID#

Why you are interested in the course

In the descriptions below, some professors ask for additional information, so be sure to address those items as well.

History 600 Seminars are open to both senior and junior history majors. If you have not declared history as your major, you must do so before you will be authorized to enroll in a seminar. History 600 is an honors optional course. If you are considering honors in the major, please enroll for honors – no additional work is required to receive honors credit.

#### Fall 2012 History 600 Seminar Topics

Course Number	Topic	Faculty	Seats Available?	Hour*	Day*
600 - 001	Women, Men & Eunuchs: Gender in Byzantium	Neville	Yes	1320	R
600 - 002	Sex, Bodies, and Modernity in China	Chan	Yes	0850	W
600 - 003	US Cold War Culture	Cheng	Yes	1320	T
600 - 004	Napoleon	Desan	No	1100	T
600 - 005	US Labor & Working Class Histories	Guérin-Gonzales	Yes	1100	R
600 - 007	Men & Manhood in US History	S Johnson	Yes	1320	R
600 - 008	Fiction and Power in Modern Europe	Koshar	Yes	1320	T
600 - 009	Empire & Revolution in Southeast Asia	McCoy	No	1600	T
600 - 010	Cold War on Ice: The 1972 “Summit Series” in Historical Context	McDonald	No	1320	M
600 - 011	Representations of American Electoral Politics in Hollywood Films	Sharpless	No	0900	W
600 - 013	London: A Modern Imperial Metropolis	Ussishkin	Yes	1100	W
600 - 014	Old Worlds and New Worlds	Wandel	Yes	1320	T

\* Hours/days subject to change; please consult timetable.

**Seminar 001 – Women, Men & Eunuchs: Gender in Byzantium – Prof. Leonora Neville (Students interested in this course should email Prof. Neville at [neville@wisc.edu](mailto:neville@wisc.edu)).**

This 600 Seminar will explore conceptions of gender in the Medieval Roman Empire from the 6<sup>th</sup> to the 12<sup>th</sup> centuries. Medieval ideas about proper behavior for men and women differed significantly from those of our society. Understanding the constructions of gender in the Byzantine world therefore can provide a highly

illuminating contrast. Byzantine constructions of gender are particularly interesting because of the lasting influence of ancient Greek culture on medieval thought and society. Medieval authors interacted constantly and unpredictably with their classical heritage, particularly when attempting to valorize or castigate the behavior of contemporary women and men. The practice of voluntary eunuchism further complicates Byzantine conceptions of gender. Scholarly opinion is divided about whether eunuchs constituted a third gender or were a special case of maleness in Byzantium. What is clear is that correct performance of gender roles was considered as a key indicator of an individual's virtue in Byzantine society. Therefore understanding Byzantine conceptions of gender is integral to understanding that society. Student research projects will be based on analysis of medieval and classical sources in translation. Prior study of pre-modern Mediterranean history is helpful, but not required.

**Seminar 001 – Sex, Bodies, and Modernity in China– Prof. Shelly Chan (Students interested in this course should email Prof. Chan at [pchan4@wisc.edu](mailto:pchan4@wisc.edu)).**

This seminar explores the social and cultural history of China since the eighteenth century through sex and bodies. Focusing on footbinding, literature, textiles, fashion, prostitution, opera and industrial work, we analyze shifting views toward virtue, education, marriage, labor and reproduction within the contexts of dynastic change, imperialism, nationalism and global capitalism. We also pay attention to debates concerning femininity, masculinity and same-sex issues. Requirements include weekly reading assignments and critical responses, participation in class discussion, presentations, and a final research paper of 15 pages based on English-language sources. Potential topics include sports, medicine, courtesans, suffragettes, advertising and many others. No prior knowledge of Chinese history or language is expected or necessary.

**Seminar 003 – US Cold War Culture – Prof. Cindy Cheng (Students interested in this course should email Prof. Cheng at [cicheng@wisc.edu](mailto:cicheng@wisc.edu)).**

*Note to students graduating in December '12: there is a chance that this course will be cancelled in May or June due to Prof. Cheng going on leave for the Fall semester. If you are planning on graduating in December, it is probably not prudent to count on this seminar being offered.*

We will explore in this senior capstone seminar the many contradictions embedded in U.S. cold war culture. For instance, many scholars consider the early cold war years to be one of the most repressive times in U.S. history. They detail how America during the 1950s witnessed the rise of anti-communist hysteria and of a domestic suburban culture forged through strict gender roles and segregated neighborhoods. However, other scholars note the early cold war years to be a time when *Playboy* magazine was first issued, when the beat generation and James Dean rose in popularity, when the civil rights movement took off, when the first gay rights group was formed, and when Betty Friedan began writing her feminist manifesto, *The Feminine Mystique*. Indeed, America during the 1950s serves as an incredibly fascinating period to examine the development of social mores and the attempts to resist and challenge them. At the end of this semester, you will write a research paper and contribute to an ongoing conversation about the significance of U.S. cold war culture. You will participate in exploring what life was like during the 1950s and analyze its impact on contemporary culture.

**Seminar 004 – Napoleon – Prof. Suzanne Desan (Students interested in this course will need to meet with Prof. Desan during office hours, Thursdays from 1:30-3:30 in 5120 Humanities; email only if you cannot make office hours: [smdesan@wisc.edu](mailto:smdesan@wisc.edu)).**

This course focuses on Napoleon and the Napoleonic Era. Napoleon Bonaparte, son of a minor Corsican noble, stunned Europe with his dramatic rise to power. Having made his name as a revolutionary and a victorious general in the French Revolutionary armies, he then seized power by leading a coup d'état against that very Revolution, and crowned himself Emperor of much of Europe, only to fall from power in 1814, bounce back to rule for the Hundred Days, and meet definitive defeat at Waterloo in 1815. We will explore his fascinating life story, but above all we will examine crucial questions about the cultural, social, and political history of his era. What form did this new European empire take as it stretched from Spain to Poland? How did it relate to Napoleonic ambitions beyond Europe, including the Egyptian expedition in 1798 and the attempt to restore slavery in the French Caribbean? What internal reforms did Bonaparte bring to France? For example, how did

his government attempt to remake families and gender roles, deal with rebellious former revolutionaries, and assimilate Jews as French citizens? Finally, we will also ask what it was like to live under his Empire and look at resistance to his rule by diverse groups, such as European intellectuals, Spanish guerilla fighters, and rioters in the Tyrol (in modern day Austria). Students' paper topics can range widely on any topic to do with Napoleon and this era.

The second half of the course will focus on researching and writing seminar papers (roughly 20-25 pages in length) and on discussing each other's work. All of the earlier assignments of the course will be oriented toward the final research paper. These smaller assignments include a short 5-6 pp. paper on an early primary source; a 2-3 page proposal of topic; a bibliography; and an extended paper outline. Then the rough drafts will be due right before Thanksgiving. Students will read and critique each other's drafts of the final paper and complete final drafts by Wednesday, December 12.

**Seminar 005 – US Labor & Working Class Histories – Prof. Camille Guérin-Gonzales (Students interested in this course should email Prof. Guérin-Gonzales at [cgueringonza@wisc.edu](mailto:cgueringonza@wisc.edu)).**

This is an advanced readings and research seminar on histories of working people in the United States. We will look at the ways in which a variety of scholars and “organic intellectuals” have drawn upon the methods and practices of labor history, social history, economic history, and cultural studies (including cultural geography), to examine the everyday lives of working women and men. Throughout the course, we will pay close attention to relations of power by examining ideas about race, class, ethnicity, gender, and sexuality. And we will explore how these ideas have shaped working-class lives, informed class relations, and organized communities of solidarity. Some of the questions we will address are: What is unique about US labor history and what is part of a shared international history of workers? How have processes of cultural fusion and cultural fragmentation operated to unite and divide workers? In what ways does an interrogation of the politics of space (place, location, landscape, architecture, environment, home, city, region, territory, and geography) help us to understand working-class cultures? Major themes we will examine through course readings, films, discussions, and research projects include class and social identity; community and the American Dream; the reproduction of the working class, strategies of working-class resistance, and solidarity movements.

**Reading and Discussion** The first half of the semester will be devoted to class discussions of assigned readings. Each week, you will submit an informal one-page “position” paper that identifies the main points you would like the class to cover in discussing the week’s assigned reading. You will keep a reading and research journal throughout the course.

**Research and Writing** The second half of the semester is devoted to research and writing. You will write a project proposal, visit research sites and repositories, devise a research plan, carry out your research, and complete a 20-page research paper.

**Seminar 007 – Men & Manhood in US History – Prof. Susan Johnson (Students interested in this course should visit Prof. Johnson during office hours, Thursdays from 2-4pm in 5117 Humanities; email only if you cannot make the office hours: [sljohnson5@wisc.edu](mailto:sljohnson5@wisc.edu)).**

This seminar focuses on the history of male gender in that part of North America that is now the United States. Before the 1990s, most historians who studied gender were women’s historians, which reflected a crucial reality: the experiences and perspectives of women were largely neglected in the discipline of history, while the experiences and perspectives of men were constantly examined and reexamined. Women’s historians, then and now, have performed Herculean tasks in restoring women to a field that since its inception had centered on men. As the field of women’s history grew, however, scholars realized that although most history was written as the history of men, very little of that history paid attention to how men experienced and expressed themselves as men, that is, as human beings whose lives, like those of women, were defined and circumscribed by gender. The field of gender history now incorporates the history of both women and men, as well as the history of how gender has shaped human experience in larger ways—for example, how racism and imperialism have been imagined in gendered ways, such that those in power often figure themselves as more “manly” or “masculine” than those over whom they hold power. The field also considers the ways in which those who live on the boundaries of the male-female gender divide, or whose lives defy that boundary altogether, help to expose the constructedness, the artificiality, of gender itself (for example, third- and fourth-gender people in a variety of

cultures throughout human history, as well as some contemporary gay, lesbian, bisexual, and transgender people). These aspects of, as well as challenges to, the history of male gender will be our central concerns, as well as the very multiplicity of masculinities in U.S. history, which have been shaped by social relations of race, class, ethnicity, sexuality, and the like. In addition to reading book-length scholarship, we will also learn about primary sources and research methods. Several class periods will be devoted entirely to individual research projects, and part of many other class meetings will emphasize research. We will also be meeting with university and state historical society librarians to discuss how to find primary sources on the history of men and manhood here at UW-Madison. Written work will include weekly “discussion-point” papers for those weeks when we read scholarship together; a formal review essay in the first part of the semester; and a formal research paper in the latter part of the semester that uses both primary and secondary sources.

### **Seminar 008 – Fiction and Power in Modern Europe – Prof. Rudy Koshar**

This course discusses political fiction in twentieth-century Europe. Although there was a long and illustrious tradition of politically oriented fiction in Europe before 1900, the coming of the world wars, the Communist revolution, the Depression, the rise of fascism, and the Holocaust gave such literary invention an especially poignant and often desperate character. Historians often use fictional works as primary sources, but less rarely do they study the formal aspects of narrative. We will do both in this seminar, in addition to considering the biographical and historical background of each author’s work. Our reading will include classic novels such as Heinrich Mann’s *Man of Straw* and George Orwell’s *1984* as well as lesser-known works (in English) like Heinrich Böll’s *The Train was on Time* and Ivo Andrić’s *The Bridge on the Drina*. We’ll also read several short stories. We will cast our net broadly, including (tentatively) German, English, Italian, French, Russian, and Balkan literature. Beside weekly readings, seminar requirements include a short, in-class research presentation and a research paper of roughly 18-20 pages. Some background in modern European history is helpful. **Please contact me at [rikoshar@wisc.edu](mailto:rikoshar@wisc.edu) to discuss your interest in the course. In your e-mail, please also include brief information on the courses you’ve taken in European history.**

### **Seminar 009 – Empire and Revolution in Southeast Asia – Prof. Alfred McCoy (Students interested in this course should email Prof. McCoy ([awmccoy@wisc.edu](mailto:awmccoy@wisc.edu)) with the following information: (a) major; (b) overall GPA; (c) any background you have to prepare you for the course.)**

Starting with reflections on the meaning of “empire” in an era of unchallenged U.S. global dominion, the course will explore the rise of European empires during the “high colonialism” of the 19th and 20th centuries. More than other historical process, imperialism is responsible for the formation of the modern world order—that is, a global system of nation states and transnational governance. As the only region of the globe that experienced all of the world’s major modern empires—American, British, Dutch, French, Japanese, and Spanish—Southeast Asia is the ideal laboratory for the examination of “empire.”

In studying European empires in Southeast Asia, the seminar will focus closely on U.S. colonial rule in the Philippines from 1898-1946, an important but forgotten chapter in American history. Indeed, in two centuries of the nation’s history, the U.S. conquest and colonization of the Philippines is the only experience comparable to our current involvement in Afghanistan and Iraq. By exploring this juxtaposition of past and present in the history of America’s foreign adventures, the seminar will, in its opening and closing sessions, explore the way the past bears upon the present.

More broadly, the course will explore a series of issues central to the character of global empires--the causes of global expansion, the drive for military security, the psychology of colonial dominion, ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline.

After reviewing the expansion of European colonialism into Southeast Asia, the course will also focus on the region’s response—ranging from peasant revolt to national revolution. The seminar thus introduces students to readings on the dynamics of empire and the social processes of both resistance and revolution--focusing on the Philippines, Indonesia, Vietnam, Thailand, and Burma.

Instead of transferring a fund of facts about European empires and anti-colonial revolutions, the seminar seeks to examine the perspectives of Western and Asian scholars who have studied these complex processes. Hopefully, students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.

**Seminar 010 – Cold War on Ice: The 1972 “Summit Series” in Historical Context – Prof. David McDonald (Students interested in this course should email Prof. McDonald at [dmmcdon1@wisc.edu](mailto:dmmcdon1@wisc.edu)).**

September 2012 marks the fortieth anniversary of the legendary "Summit Series" which, for the first time, pitted Canadian professional hockey players against the "amateur" stars of the USSR, the dominant power in international hockey. Over the course of four weeks, the teams played eight games--four in Canada and four in Moscow--in a match up whose outcome was resolved only in the final minute of the final game. In the course of the four weeks that the series lasted, observers, politicians, and commentators in both countries set this competition in interpretive frames defined by the larger themes of Cold War competition: individualism versus collectivism; innovation and creativity as opposed to discipline and system; and market competition against cooperative socialism. The victors regarded each triumph as a vindication of their values and political order. This series replicated in distilled form the symbolic power of systemic competition that dominated international sport--and politics--for four decades, from the USSR's first entry into the modern Olympics in 1952 until the collapse of the Soviet Union in 1991.

This seminar asks students to reconstruct this historical moment and the contexts that lent it such contemporary significance by working in a broad variety of sources meant to show each side's perceptions of the series and its meaning. Source materials for the seminar include videos of the games and their participants, memoirs, contemporary press accounts, and secondary histories of the Cold War, Canada, the USSR, and modern sport. The seminar will consist of weekly meetings to discuss assigned research, with designated halves of the class specializing in either the Canadian or Soviet version of events. In the last third of the semester, students will take responsibility for leading weekly discussions. Throughout the seminar, students will conduct research on a topic chosen in consultation with the instructor, leading to the writing of a twenty-page paper to be submitted after the last weekly meeting.

**Seminar 011 – Representations of American Electoral Politics in Hollywood Films – Prof. John Sharpless (Students interested in this course should email Prof. Sharpless ([jbsharp1@wisc.edu](mailto:jbsharp1@wisc.edu)) or visit him during office hours, Wednesdays from 11-12 in 4110 Humanities).**

This seminar will explore the subgenera of American motion pictures – the “political movie” and how it relates to trends in American politics over time. We will cover the period roughly from 1930 to the present.

Hollywood writers, directors and producers have, over the decades, produced films that represent American politics in various ways (often in not very flattering terms). Such films as “Mr. Smith Goes to Washington,” “Citizen Kane,” “The Last Harrah,” “The Candidate,” “Wagging the Dog” and “Ides of March” have generally portrayed politicians as self-centered, deceptive and manipulative. The citizenry is portrayed as gullible and easily manipulated.

Is Hollywood is really that cynical? Or, is it simply that a “bad guys” versus “good guys” story makes for a more interesting movie? Are there changes that have occurred over time as Hollywood elites become more alienated from the American political mainstream? What, for example, was the effect of the anti-communist movement (1950s) or the anti-Vietnam War movement (1960s) on the political content of American film? The “public image” of Hollywood is now that it is decidedly “liberal” (and Democrat) but has that always been the case?

I like to interview perspective students for my History 600s. First, it allows me to make clear – eye-to-eye – the obligations of the course. I want no slackers. I’m interested in each student’s sincere interest in the course; what background they have that makes them particularly suited for inclusion in the group and whether or not they have a broad familiarity with the history of American film production. What I don’t want to hear when you talk to me: “I really need this course to graduate.” “*Twilight* is my favorite movie.” “This course fits my schedule.” “My friends say you’re really funny in class.” “I took a course from you once.”

**Seminar 013 – London: A Modern Imperial Metropolis – Prof. Daniel Ussishkin (Students interested in this course should email Prof. Ussishkin ([ussishkin@wisc.edu](mailto:ussishkin@wisc.edu)) with your name, ID#, major, year, expected graduation date, relevant courses taken (i.e., such as in European or British history), and a short paragraph on why you wish to take the course).**

This subject of this seminar is London, as a lived and imagined place: for a long time the largest city in Europe; the first modern metropolis; the center of a thriving commercial culture; a global capital of finance; the heart of modern imperial Britain. The English writer, James Boswell, notoriously thought that “when a man is tired of London, he is tired of life.” The French philosopher Voltaire was one of the many who envied it as an exemplary site of modern civil society. London was seen as a source of pleasure, but quite often, as representing, and harboring, all the threats and maladies of modernity. Whereas some saw London as affording opportunities for sociability, pleasure, anonymity, or an escape from the constraints of home, others saw vice, degeneration, decay, and collapse of the social fabric. While some were allured by its increasingly cosmopolitan or multi-cultural nature, others saw it as a threat to what they regarded as the fundamental aspects of Britishness. For better or worse, for the past two centuries, modern meant urban, and urban meant London.

The first half of the seminar will be devoted to readings and discussions that will direct us to grappling with the questions and problems that animate historical research on London. We will read on diverse topics such as Jack the Ripper, sexuality, slums, politics, shopping, public health, mapping, markets, riots, race, and immigration. The second part of the seminar will be devoted to writing an original 20-25pp. original research paper based on primary sources (numerous such sources are available). Course assignments include shorter written responses (1-2pp.), oral presentations, peer criticism and collegiality.

**Seminar 014 – Old Worlds and New Worlds – Prof. Lee Wandel (Students interested in this course should email Prof. Wandel at [lpwandel@wisc.edu](mailto:lpwandel@wisc.edu)).**

This seminar will explore the exchanges and transformations in the wake of the Encounter between Europe and the western hemisphere. Students will study individual instances—architecture, devotional practices, understandings of human nature, plants, diseases—of influence, translation, adaptation, or exchange.