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## HISTORY 900 – INTRO TO HISTORY FOR U.S. HISTORIANS – FALL 2009 REV. 10/28/09

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DEPARTMENT OF HISTORY, UNIVERSITY OF WISCONSIN-MADISON

MEETING TIME AND PLACE – Mondays, 9:30 a.m. to 12:00 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: Tuesdays and Thursdays, 5:30-6:30 p.m., or by appointment

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### WHY IS THIS COURSE REQUIRED?

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The faculty in U.S. history created this course six years ago with (at least) three purposes in mind. One goal is to provide a forum in which incoming U.S. students – yourselves – would become better acquainted with each other. A second is to introduce you to a broad range of the U.S. faculty at the outset of your graduate career – hence, the faculty visits that will be a routine feature of our seminar meetings. A third is to give you as incoming students a common grounding in certain essentials of the profession as you embark on your graduate career.

The interpretation of the third of these purposes – a common grounding in certain essentials – has varied 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 we do as historians. We will also devote some time to what I see as essential conceptual tools for all historians (learning to discern the influence of modernization theory in the work of historians, thinking about power), to the challenges of teaching (especially in internationalizing U.S. history), to professional issues (the education of historians, professional standards), and to the research process (culminating in a research proposal, due at the end of the semester).

In composing this syllabus, I am indebted to the models offered by my colleagues who have taught this course since 2003,<sup>1</sup> although the responsibility for its content is, of course, mine alone.

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### READINGS AND WRITING ASSIGNMENTS

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The assigned reading, you will notice, 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 are on reserve (or will be shortly):

- Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).
- Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge, Mass.: Harvard University Press, 1998).
- Ian Tyrrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).
- 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).

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<sup>1</sup> For the historical record: Bill Cronon (2003), Nan Enstad (2004), Jeremi Suri (2005), Steve Kantrowitz (2006), Susan Johnson (2007), and Will Jones (2008).

- 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!]

Other readings will be available on Learn@UW, E-Reserves, or elsewhere on the internet. Notice that you may be assigned brief readings by visiting faculty (indicated as TBA below); I will give you periodic updates on those readings and where to find as the information becomes available. Also, we will need to decide collectively what primary sources we want to read for discussion on Oct. 12, and my selections for the weeks of Oct. 26 and Nov. 16 are tentative.

Three writing assignments are required over the course of the semester. The first is a review essay, in which you reflect on the joint implications of three surveys of the history of writing U.S. history, together with a handful of primary sources that we will select collectively. The second is a report on the status of transnational approaches to U.S. history in your principal field of interest. Your final project will be a research proposal – think of this as a dry run for your M.A. or Ph.D. thesis. 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 thinking about pursuing as a thesis topic.

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## REQUIREMENTS AND GRADING

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. Also, each student will each, 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 (20%), the report on transnational approaches in your field (15%), and your research proposal (35%).

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## ENHANCEMENTS

During our first seminar meeting, we will discuss possible ways of enhancing this seminar. One possibility is online "discussions" through Learn@UW in advance of each weekly meeting. Or we might create a group blog. Or, . . . what? From your position on the cutting edge of the newest generation of historians, you may well have other ideas.

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## SCHEDULE OF LECTURES, SECTIONS, AND READINGS

**NOTE:** Each seminar meeting is divided into two parts. In one part – usually, but not always, 9:30-11:00 a.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. If visiting faculty members assign an essay or two in conjunction with their talks, I will make those available on Learn@UW or E-Reserves or will send you an internet link.

September 14

Introductions

September 21

9:30-11:00 a.m. – The history of writing U.S. history: Take 1

*Assigned reading:* Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).

11:00 a.m – 12:00 p.m. – Faculty visitor: Prof. Jeremi Suri (international, diplomatic, social)

*Assigned reading:* Jeremi Suri, "AHR Forum: The Rise and Fall of an International Counterculture, 1960-1975," *American Historical Review* xx (February 2009): 45-68 (available through MadCat and at <http://jeremisuri.net/wp-content/uploads/2009/06/ahr-published-version-feb-2009.pdf>).

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## September 28

9:30-11:00 a.m. – The history of writing U.S. history: Take 2

*Assigned reading:* Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge, Mass.: Harvard University Press, 1998).

11:00 a.m. – 12:00 p.m. – Faculty visitor: Prof. Jean Lee (history and memory)

*Assigned reading:* John J. Ratey, *A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain* (New York: Vintage Books, 2002), ch. 5, "Memory." *Digital copy on Learn@UW.*

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## October 5

9:30-11:00 a.m. – The history of writing U.S. history: Take 3

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

11:00 a.m.-12:00 p.m. – Faculty visitor: Prof. Stephen Kantrowitz (19c, race, political)

*Assigned reading:* John J. Ratey, *A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain* (New York: Vintage Books, 2002), ch. 5, "Memory." *Digital copy on Learn@UW.*

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## October 12

9:30-11:00 a.m. – The history of writing U.S. history: A sample of primary sources

*Assigned reading:*

- Frederick Jackson Turner, "The Significance of the Frontier in American History" [1893], in idem, *The Frontier in American History* (New York: Henry Holt, 1921), 1-38. *Link on Learn@UW to Google Books copy.*
- Lucy Maynard Salmon, *Progress in the Household* (Boston and New York: Houghton Mifflin, 1906), browse. *Link on Learn@UW to Google Books copy.*
- Albert Bushnell Hart, "Imagination in History [pres. address]," *American Historical Review* 15 (January 1910): 227-251. *Digital copy on Learn@UW.*
- W. E. Burghardt Du Bois, "Reconstruction and Its Benefits," *American Historical Review* 15 (July 1910): 781-799. *Digital copy on Learn@UW.*
- F[rederick]. J[ackson]. T[urner]., "United States – History, 1865-1910," *Encyclopædia Britannica*, vol. 27 (Cambridge, Engl.: University Press, 1911), 711-735. *Digital copy on Learn@UW.*
- [+ W. E. Burghardt Du Bois, *Black Reconstruction in America: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880* (orig. pub. 1935; Cleveland and New York: The World Publishing Company, 1964), selection – *to be posted on Learn@UW*].
- Guy S. Callendar, "The Position of American Economic History," *American Historical Review* 19 (October 1913): 80-97. *Digital copy on Learn@UW.*
- Carter G. Woodson, "The Beginnings of the Miscegenation of the Whites and Blacks," *Journal of Negro History* 3 (October 1918): 335-353. *Digital copy on Learn@UW.*

- Carter G. Woodson, "Ten Years of Collecting and Publishing the Records of the Negro," *Journal of Negro History* 10 (October 1925): 598-606. *Digital copy on Learn@UW.*
- Caroline F. Ware, ed. for the American Historical Association, *The Cultural Approach to History* (New York: Columbia University Press, 1940), 3-16 (Introduction). *Digital copy on Learn@UW.*
- Allan Nevins, "American History for Americans," *New York Times*, May 3, 1942, SM6. *Digital copy on Learn@UW.*
- Arthur M. Schlesinger, "What Then Is the American, This New Man?," *American Historical Review* 48 (January 1943): 225-244.
- Conyers Read, "The Social Responsibilities of the Historian [pres. address]," *American Historical Review* 55 (January 1950): 275-285. *Digital Copy on Learn@UW.*
- [+ John Higham, "The Cult of the 'American Consensus': Homogenizing Our History," *Commentary* 27 (February 1959): 93-100.]
- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986): 1053-1075. *Digital copy on Learn@UW.*

11:00 a.m.-12:00 p.m. – Faculty visitors: Prof. Gayle Plummer (Afro-American, international)

*Assigned reading:* Nikhil Pal Singh, "Culture/Wars: Recoding Empire in an Age of Democracy," *American Quarterly* 50 (September 1998): 471-521. *Digital copy on Learn@UW or available through MadCat.*

## October 19

9:30-11:00 a.m. – What have we learned about the history of writing U.S. history?

No assigned reading; discussion of previous weeks' readings

Assignment due: review essay (ca. 12-15 pp.), based on the preceding four weeks of readings.

11:00 a.m.-12:00 p.m. – Faculty visitor: Prof. Will Jones (race, working-class)

*Assigned reading:* Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History* 91 (March 2005): 1233-1263. *Linked on Learn@UW to historycooperative.org or use MadCat.*

## October 26

9:30-11:00 a.m. – Essential conceptual tools: readings on 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.*
- 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.*
- 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 there are multiple copies of the book in UW libraries.*
- 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. (Basingstoke, Hampshire: Palgrave Macmillan, 2005). *Available at local bookstores and on reserve.*

11:00 a.m.-12:00 p.m. – Faculty visitor: Prof. William Reese (education, reform movements)

*Assigned readings:*

- Elisabeth Israels Perry, "Men Are From the Gilded Age: Women Are From the Progressive Era," *Journal of the Gilded Age and Progressive Era* 1 (January 2002): 25-48. Available via MadCat (linked on Learn@UW).
- Jeffrey P. Moran, "Reading Race into the Scopes Trial: African American Elites, Science, and Fundamentalism," *Journal of American History* 90 (December 2003): 891-911. Available via MadCat (linked on Learn@UW).

## November 2

9:30-11:00 a.m. – Teaching 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. Available at local bookstores and on reserve.

Assignment due: report (ca. 5 pp.) on transnational research in your field

11:00 a.m.-12:00 p.m. – Faculty visitors: profs. William Cronon and Gregg Mitman (environmental)

*Assigned reading:*

- William Cronon, "Kennebott Journey: The Paths out of Town," in William Cronon, George Miles, Jay Gitlin, eds., *Under an Open Sky: Rethinking America's Western Past* (New York: W. W. Norton & Co., 1992), 28-51. Available at [www.williamcronon.net/writing\\_downloads.htm](http://www.williamcronon.net/writing_downloads.htm).
- Gregg Mitman, "In Search of Health: Landscape and Disease in American Environmental History," *Environmental History* 10 (April 2005): 184-210. Available on Learn@UW (or through MadCat).
- You may also be interested the student-constructed page "Learning to Do Historical Research: A Primer for Environmental Historians and Others." Available at [www.williamcronon.net/researching/index.htm](http://www.williamcronon.net/researching/index.htm).

## November 9

9:30-11:00 a.m. – The research process (+ demonstration of the bibliographic software Zotero by David Fields)

*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. Available in local bookstores and on reserve.

11:00 a.m.-12:00 p.m. – Faculty visitor: Prof. Susan Johnson (West, gender, sexuality, working-class)

*Assigned reading:* TBA

## November 16

9:30-10:30 a.m. – Faculty visitor: Prof. Charles Cohen (religious history)

*Assigned reading:* Forum, "American Religion and 'Whiteness,'" in *Religion and American Culture*, 19 (Winter 2009): 1-35. Linked on Learn@UW or use MadCat.

10:30 a.m.- 11:30 p.m. – Professional standards, with Prof. William Cronon

*Assigned reading:*

[possible addition: 1966 AAUP Statement on Professional Ethics – if I can get a copy]

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," (1987). Online at <http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm> .

American Historical Association, *Statement on Standards of Professional Conduct* (2005), at <http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>.

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November 23

No meeting

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November 30

9:30-10:30 a.m. – Faculty visitor: Prof. John Hall (military, Native American)

*Assigned reading:* None

10:30 a.m.-12:00 p.m. –Your education as 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.

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December 7

9:30-10:30 a.m. – Faculty visitor: professors. Nan Enstad, Jennifer Ratner-Rosenhagen (cultural)

*Assigned reading:* TBA

10:30 a.m.-12:00 p.m. – Presentation of research proposals

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December 14

9:30-11:00 a.m. – Presentation of research proposals

11:00 a.m.-12:00 p.m. – Faculty visitor: Prof. Colleen Dunlavy (capitalism)

*Assigned reading:* None

Final assignment due December 21: research proposal (ca. 10-12 pp.)

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