

**HISTORY 500/891:
People, Ideas, and Institutions on the Move:
Transnational Histories of Modern Europe**

Professor Kathryn Ciancia
Fall 2017
Office Hours: 3:30pm-5pm, and by appointment
Office: Mosse Humanities Building 4133
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Mondays, 1:20pm-3:15pm, Humanities 5255

Description:

What is transnational history? How is it distinct from global or international history? What can transnational approaches help us, as historians of Europe, to see? What are the potential pitfalls of this approach? We will consider these questions (and more!) by reading some of the best and most recent work that deals with the movement of people, ideas, and institutions across national borders. By looking at subjects as diverse as mass migration, diaspora, citizenship, fascism, Zionism, socialism, human rights, the League of Nations, consumption, travel, and humanitarian aid, students will explore the methodological tools, categories of analysis, and language that have helped historians to tell stories within a transnational framework (even if they do not use the word itself). Assessment will be based on participation in discussions, written and oral reviews of the readings, and a final piece of work that brings together the themes of the class as a whole and allows students to reflect on how transnational approaches might inform their own research.

Methods of Assessment

DISCUSSION PARTICIPATION (40% of total grade): I will assess your participation in three ways:

- a) **General class participation (25%):** You should come to each session prepared for lively and engaged discussion. Remember that quality is better than quantity and that listening carefully to the thoughts of your classmates before responding is an important skill to develop. See the end of this syllabus for a grading rubric.
- b) **Discussion leading (10%):** In addition to participating every week, students will work in pairs to lead discussion for the first half of a seminar on TWO OCCASIONS. Take a look at the syllabus to consider the weeks in which you would like to lead discussion. You will post your 3 discussion questions under the appropriate heading at our Learn@UW website by 9am the Friday before the class meets.
- c) **Quick responses (5%):** Each week, everyone should check the questions on Learn@UW, and post a response (around 200 words) to one of the questions by 9am on Monday (i.e. the day of the relevant class). Students should try to read all of their classmates' responses prior to the beginning of class.

WRITTEN ASSIGNMENTS (60% of total grade): We will discuss the precise details of the assignments in class.

- a) **Book Summary (10%):** All students should write a 500-word summary of Sarah Abrevaya Stein's *Extraterritorial Dreams*. The summary is due the day the book will be discussed in class.
- b) **Book Review #1 (15%):** There will be one short book review assignment for which you will review Victoria de Grazia's *Irresistible Empire*. The essay should be between 1100 and 1200 words (the latter is the maximum word count for single book reviews in the *American Historical Review*). The review is due the day the book will be discussed in class.
- c) **Final Assignment (35%):** For undergraduate students: 2,500-3,500 words; for non-PhD graduate students: 3,500-3,700 words; for PhD students: 4,500-4,700 words. The assignment is due on the final day of class (i.e. 12/11).

Either:

a) **Book Review #2:** You will write a review of the state of the field in which you bring multiple texts into dialogue with one another AND bring in texts in your field of interest/expertise.

b) **Another assignment of your choice.** Let's talk about what you want to do! ☺

Assigned Readings

All readings are marked with a symbol to help you to locate them:

UB/R: For purchase at the University Bookstore and on reserve at College Library (note that you may be able to get the books for a better price online).

CR: Course Reader

The course reader for this class can be purchased from the Letters and Sciences Copy Center in the Social Science Building (see below for more information). Please note that a copy of the course reader will also be available on reserve at College Library.

Located at:

Sewell Hall, Room 6120
1180 Observatory Drive
Madison, WI 53706
262-5396

Email:

copycenter@ls.wisc.edu

Weekly Schedule

Week 1 (09/11): Class Introductions

No assigned readings.

Introductory assignment:

You should bring a copy of a non-academic article about contemporary affairs (e.g. from an online newspaper, magazine, or blog) that touches on one of the themes of the class and come ready to discuss it with your classmates. You should post a link to the article on our Learn@UW discussion board **by noon the day before our first class meeting** (i.e. 09/10) and make sure that you've taken a look at other people's links prior to class.

Week 2 (09/18): What is Transnational History?

Readings:

1. Pierre-Yves Saunier, "Transnational," in Akira Iriye and Pierre-Yves Saunier, eds., *The Palgrave Dictionary of Transnational History* (Basingstoke, 2009), 1047–1055. **CR**
2. Sebastian Conrad, "Competing Approaches," in Conrad, *What is Global History?* (Princeton, 2017), 37–61. **CR**
3. C. A. Bayly, Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol and Patricia Seed, "AHR Conversation: On Transnational History," *American Historical Review* 111, no 5 (2006): 1441–1464. **CR**
4. Patricia Clavin, "Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts," *European History Quarterly* 40, no. 4 (2010): 624–640. **CR**
5. Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *American Historical Review* 121, no. 2 (2016): 377–402. **CR**
6. Akira Iriye, Book Review of Davide Rodogno, Bernhard Struck, and Jakob Vogel, editors. *Shaping the Transnational Sphere: Experts, Networks and Issues from the 1840s to the 1930s* (New York, 2015), *American Historical Review* 121, no. 1 (2016): 208–209. **CR**

Week 3 (09/25): People on the Move

Readings:

1. Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York, 2016). **UB/R**
2. Nancy M. Wingfield, "Destination: Alexandria, Buenos Aires, Constantinople; "White Slavers" in Late Imperial Austria," *Journal of the History of Sexuality* 20, no. 2 (2011): 291–311. **CR**

Week 4 (10/02): The Borders of Citizenship

Readings:

1. Sarah Abrevaya Stein, *Extraterritorial Dreams: European citizenship, Sephardi Jews, and the Ottoman twentieth century* (Chicago, 2016). **UB/R**
2. Lale Can, "The Protection Question: Central Asians and Extraterritoriality in the Late Ottoman Empire," *International Journal of Middle East Studies* 48 (2016): 679–699. **CR**

Book summary due in class

Week 5 (10/09): Reordering the World after WWI

Readings:

1. Susan Pedersen, *The Guardians: The League of Nations and the Crisis of Empire* (Oxford, 2015). **UB/R**
2. Glenda Sluga, *Internationalism in the Age of Nationalism* (Philadelphia, 2015). **UB/R**

Week 6 (10/16): America and Europe

Reading:

1. Victoria de Grazia, *Irresistible Empire: America's Advance through Twentieth-Century Europe* (Cambridge, MA, 2006). **UB/R**

Book Review #1 due in class

Week 7 (10/23): Internationalism and the Soviet Union

Reading:

1. Michael David-Fox, *Showcasing the Great Experiment: Cultural Diplomacy and Western Visitors to the Soviet Union, 1921-1941* (New York, 2012). **UB/R**

Week 8 (10/30): The Dark Side of Transnationalism?

Readings:

1. Federico Finchelstein, *Transatlantic Fascism: Ideology, Violence, and the Sacred in Argentina and Italy, 1919–1945* (Durham, 2010). **UB/R**
2. Kiran Klaus Patel and Sven Reichardt, "The Dark Side of Transnationalism: Social

Engineering and Nazism, 1930s–40s,” and Patrick Bernhard, “Hitler’s Africa in the East: Italian Colonialism as a Model for German Planning in Eastern Europe,” in *Journal of Contemporary History* 51, no. 1 (2016): 3-21; 61–90. **CR**

Week 9 (11/06): Transnational Jewish Politics

Readings:

1. Daniel Kupfert Heller, *Jabotinsky's Children: Polish Jews and the Rise of Right-Wing Zionism* (Princeton, 2017). **UB/R**
2. Derek J. Penslar, “Is Zionism a Colonial Movement?,” in Penslar, *Israel in History: The Jewish State in Comparative Perspective* (London and New York, 2007), 90-111. **CR**
3. Tony Michels, “Toward a History of American Jews and the Russian Revolutionary Movement,” in *A Century of Transnationalism: Immigrants and their Homeland Connections*, edited by Nancy L. Green and Roger Waldinger (Urbana, 2016). **CR**

Week 10 (11/13): Migration and Diaspora in the Soviet Union

Readings:

1. Erik R. Scott, *Familiar Strangers: The Georgian Diaspora and the Evolution of Soviet Empire* (New York, 2017). **UB/R**
2. Lewis Siegelbaum and Leslie Page Moch, “Transnationalism in One Country? Seeing and Not Seeing Cross-Border Migration within the Soviet Union,” *Slavic Review* 75, no. 4 (2016): 970-86. **CR**
3. Rogers Brubaker, “The ‘diaspora’ diaspora,” *Ethnic and Racial Studies* 28, no. 1 (2005): 1-19. **CR**

Week 11 (11/20): Human Rights

Readings:

1. Samuel Moyn, *The Last Utopia: Human Rights in History* (Cambridge, MA, 2012). **UB/R**
2. Mark Mazower, “The Strange Triumph of Human Rights, 1933-1950,” *The Historical Journal* 47, no. 2 (2004): 379–398. **CR**

Week 12 (11/27): Cold War Competitions

Readings:

1. Young-Sun Hong, *Cold War Germany, the Third World, and the Global Humanitarian Regime* (Cambridge, 2017). **UB/R**

Week 13 (12/04): Youth, Travel, and Friendship during the Cold War

Readings:

1. Richard Ivan Jobs, *Backpack Ambassadors: How Youth Travel Integrated Europe* (Chicago, 2017) **UB/R**
2. Rachel Applebaum, "The Friendship Project: Socialist Internationalism in the Soviet Union and Czechoslovakia in the 1950s and 1960s," *Slavic Review* 74, no. 3 (2015): 484–507. **CR**

Week 14 (12/11): Transnational Europe Today

Readings:

1. Agnieszka Pasieka, "Taking Far-Right Claims Seriously and Literally: Anthropology and the Study of Right-Wing Radicalism," *Slavic Review* 76, S1 (2017): S19-S29. **CR**
2. Reread "Postscript: Against the World," in Tara Zahra, *The Great Departure* (paperback edition). **UB/R**

Non-Academic article assignment:

This assignment mirrors the assignment from Week 1. You should bring a copy of a (different) non-academic article about contemporary affairs (e.g. from an online newspaper, magazine, or blog) that touches on one of the themes that we have discussed over the course of the semester and come ready to discuss how it links in with our past conversations. You should also post a link to the article on our Learn@UW discussion board **by noon the day before our class meeting** (i.e. 12/10) and make sure that you've taken a look at other people's links prior to our class meeting.

Final Assignment due in class

APPENDIX A: Class Policies and Further Resources

Office Hours

My office hours are posted at the top of the syllabus. Please come by! These hours are set-aside specifically for students, and I would be happy to discuss any aspect of the class with you. If you are unable to make these times, please send me an email so that we can set up a mutually convenient appointment time.

Class Etiquette

There is no laptop use in class and you must make sure that all devices with a screen are switched off or put on silent for the duration of the class. Come and speak with me if you are concerned about this policy.

We will begin class on time, so please make sure that you arrive a few minutes early. Persistent tardiness (as well as going AWOL!) leads to a lower participation grade.

Papers and Assignments

Papers should be turned in on time to avoid a grade penalty. If there is a problem, it is important that you speak to Professor Ciancia in plenty of time prior to the deadline. Late papers will be penalized by a grade per day.

All assignments should be submitted by the deadline as Word documents onto the course's Learn@UW site. Unless otherwise agreed, email submissions will not be accepted.

You should clearly post the word count at the beginning of the assignment. All assignments should stick to the word limit to avoid a grade penalty.

Historians use the Chicago Manual of Style, which can be found online at www.chicagomanualofstyle.org.

Academic Honesty

There is information about what constitutes plagiarism here (http://writing.wisc.edu/Handbook/QPA_plagiarism.html), but please come and speak with Professor Ciancia if you have questions or concerns.

Disabilities

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/> Please come and see Professor Ciancia if you would like to talk further about disability issues.

Religious Observance Policy

Students must notify Professor Ciancia within the first two weeks of class of the specific days or dates on which they request relief.

Writing Resources and Guidelines

The **University's Writing Center** is a wonderful resource that allows you to work with a consultant to improve your written work. Take a look at their website (<http://www.writing.wisc.edu/index.html>) for more information.

For undergraduates only: The **History Lab** is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process, History Lab staff will help you sharpen your skills and become a more successful writer. In addition to helping you with the specifics of writing in the discipline of history, the experts at the lab will also provide assistance in terms of your writing style (including for non-native speakers of English).

APPENDIX B: Participation Grading Scale

- A:** You participate enthusiastically and regularly in classroom discussions and small group-work, listening to your peers and articulating your own ideas as clearly as possible. Your comments are thoughtful and demonstrate that you have done the reading carefully, considered your own approach to it, and/or articulated how it fits in with the general themes of the class
- B:** Your contributions show that you have done the reading, but they show a less thoughtful response than an "A" grade post. You have thought about how the reading fits into wider themes that we have been discussing, but on a more superficial level than an "A" grade post. You participate in classroom discussions and small group-work, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an "A."
- C:** Your comments in class do not show that you have done the reading in any depth and/or are poorly or vaguely articulated. You include your own thoughts, but do not raise relevant questions or link the materials to the themes of the class. You contribute only rarely to class discussions and/or make comments that do not demonstrate that you have completed the readings or are engaged fully with your classmates.
- D:** Your comments are very irregular and you show no evidence that you have completed and understood the reading.
- F:** You do not attend class regularly.