
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* 12:05, if possible, so that we may begin on time. Most seminars will begin with about ten minutes for our own internal discussion, followed by a faculty visitor at 12:15 p.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 Prof. Dunlavy.

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 one week in advance of their visit.

About two-thirds of the way through the semester—after you’ve had a chance to get your “sea legs”—I have scheduled a) a week of readings on aspects of the discipline of history and b) a whirlwind tour of the Historical Society (government documents and the archives, with an emphasis on sources for non-US) and Special Collections in Memorial Library.

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 participation is absolutely essential.

Assignments

Your principal duty is straightforward: do the assigned reading, write a short reflection on it, and post your reflection on our Canvas discussion list (more on that below). These will be due no later than 9 a.m. the morning of our seminar meeting.

You must submit a minimum of nine reflections – eight on readings assigned by our faculty visitors (your choice) and the ninth on the readings that I have assigned for October 27. You may submit more than nine 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.” Use these reflections as opportunities to sharpen your critical-thinking skills, your lateral-thinking reflex (ability to think outside the conventional boxes), and your ability to convey your thoughts in engaging, succinct prose.



Visitors This Semester

Emily Callaci – African history

Cindy Cheng – US history

Francine Hirsch – Russian and Soviet history

Florence Hsia – early modern science

Rudy Koshar – modern German and European cultural/social

Tony Michels – Am. Jewish

Leonora Neville – Byzantine empire

Brenda Gayle Plummer – U.S. Afro-Am., foreign relations

Robin Rider – early modern science

Lee Wandel – early modern Europe

Gloria Whiting – early U.S., race, gender

To access the readings and to post your reflections, you will need to use the seminar's Canvas¹ 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; locate History 701 on your class list; "Content" (for the readings) or "Discussion" (to post your comments). The best technique is to compose your reflection in a word processing program and then cut and paste it into the discussion. 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 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.

Schedule

Note: All assigned readings will be available on our Canvas site. Those assigned by visiting historians will be posted one week in advance and are not listed below. (I'll issue periodic revisions of the syllabus with full citations in case they may be useful to you in the future.) Note that the hyperlinks below will take you to the faculty member's department web page. The schedule of visitors may change as circumstances require.

SEPTEMBER 8 – Introductions

SEPTEMBER 15 – PROFESSOR LEE WANDEL – early modern Europe, Christianity

- ~ No assigned reading. Prof. Wandel is teaching History 710, Professional Development Seminar: On the Job Market this semester. Her assignment for you: Come prepared to speak for one minute (sic) about your dream post-PhD positions—one academic and one non-academic.



SEPTEMBER 22 – ASSOCIATE PROFESSOR CINDY I-FEN CHENG – US history / identity, Cold War, Asian American

- ~ Podcast, This American Life, 567: [What's Going On In There](#), September 28, 2015, Act 2 (begins at 40:39)



SEPTEMBER 29 – PROFESSOR LEONORA NEVILLE – medieval eastern Mediterranean, Byzantine Empire

- ~ Susan A. Ambrose et al., *How Learning Works: Seven Research-Based Principles for Smart Teaching* (San Francisco: Jossey-Bass, 2010), ch. 5 (pp. 121-152).



OCTOBER 6 – PROFESSOR FRANCINE HIRSCH – Russian/Soviet history, comparative empires, human rights

- ~ Francine Hirsch, "The Nuremberg Trials as Cold War Competition: The Politics of the Historical Record and the International Stage," in *Memory and Postwar Memorials: Confronting the Violence of the Past*, eds. Marc Silberman and Florence Vatan (New York: Palgrave Macmillan, 2013), 15-30.



¹ UW-Madison is transitioning from the course management software Learn@UW to [Canvas](#). Since Canvas is in your future, we are using it this semester. You can reach it either through <http://learnuw.wisc.edu> or <http://canvas.wisc.edu>. You will need to log in with your UW NetID and password.

OCTOBER 13 – PROFESSOR BRENDA GAYLE PLUMMER – Afro-American, 20c US, race, foreign relations



- ~ Manthia Diawara, “The 1960s in Bamako: Malick Sidibé and James Brown,” in *Everything but the Burden: What White People Are Taking from Black Culture*,” ed. Greg Tate (Broadway Books/Random House, 2003), 164-190.

OCTOBER 20 – ASSISTANT PROFESSOR EMILY CALLACI – modern East Africa, 20c urban Tanzania, urban migration and cultural politics



- ~ Jean Allman, “AHR Forum: Phantoms of the Archive: Kwame Nkrumah, a Nazi Pilot Named Hanna, and the Contingencies of Postcolonial History-Writing,” *American Historical Review* 118 (February 2013): 104-129.

OCTOBER 27 – The Discipline of History – Current and future issues

- ~ 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.
- ~ Denbo, Seth, et al. “History as a Book Discipline (Forum).” *Perspectives on History* (April 2015): 19-27.
- ~ Putnam, Lara. “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast,” *American Historical Review* (April 2016): 376-402.

NOVEMBER 3 – WHIRLWIND TOUR of the [Historical Society](#) (govt. documents and archives) and [Special Collections](#) at Memorial Library

- ~ No assigned reading; meet in the Reading Room of the Wisconsin Historical Society lobby at 12:05 p.m.

NOVEMBER 10 – PROFESSOR RUDY KOSCHAR – modern German and European cultural and social history, literature in the “age of extremes,” social identities, and more



- ~ Rüdiger Graf, “Either-Or: The Narrative of ‘Crisis’ in Weimar Germany and in Historiography,” *Central European History* 43 (2010): 592-615.

NOVEMBER 17 – PROFESSOR FLORENCE HSIA, History of Science – early modern science and European expansion; **SR. LECTURER ROBIN RIDER, History of Science and Head of Special Collection, Memorial Library** – early modern science



- ~ Daniel Rosenberg, “Data Before the Fact,” in *“Raw Data” is an Oxymoron*, ed. Lisa Gitelman (Cambridge: MIT Press, 2013), 15-40.

DECEMBER 1 – ASSISTANT PROFESSOR GLORIA WHITING – early U.S., race and slavery, women/gender and family



- ~ Trevor Burnard, “The British Atlantic,” in *Atlantic History: A Critical Appraisal*, eds. Jack P. Greene and Philip D. Morgan (New York: Oxford University Press, 2009), 111-136.

DECEMBER 8 – PROFESSOR TONY MICHELS – American Jewish history, Yiddish culture, socialism, working-class history, and nationalism

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



DECEMBER 15 – Wrap-up discussion
