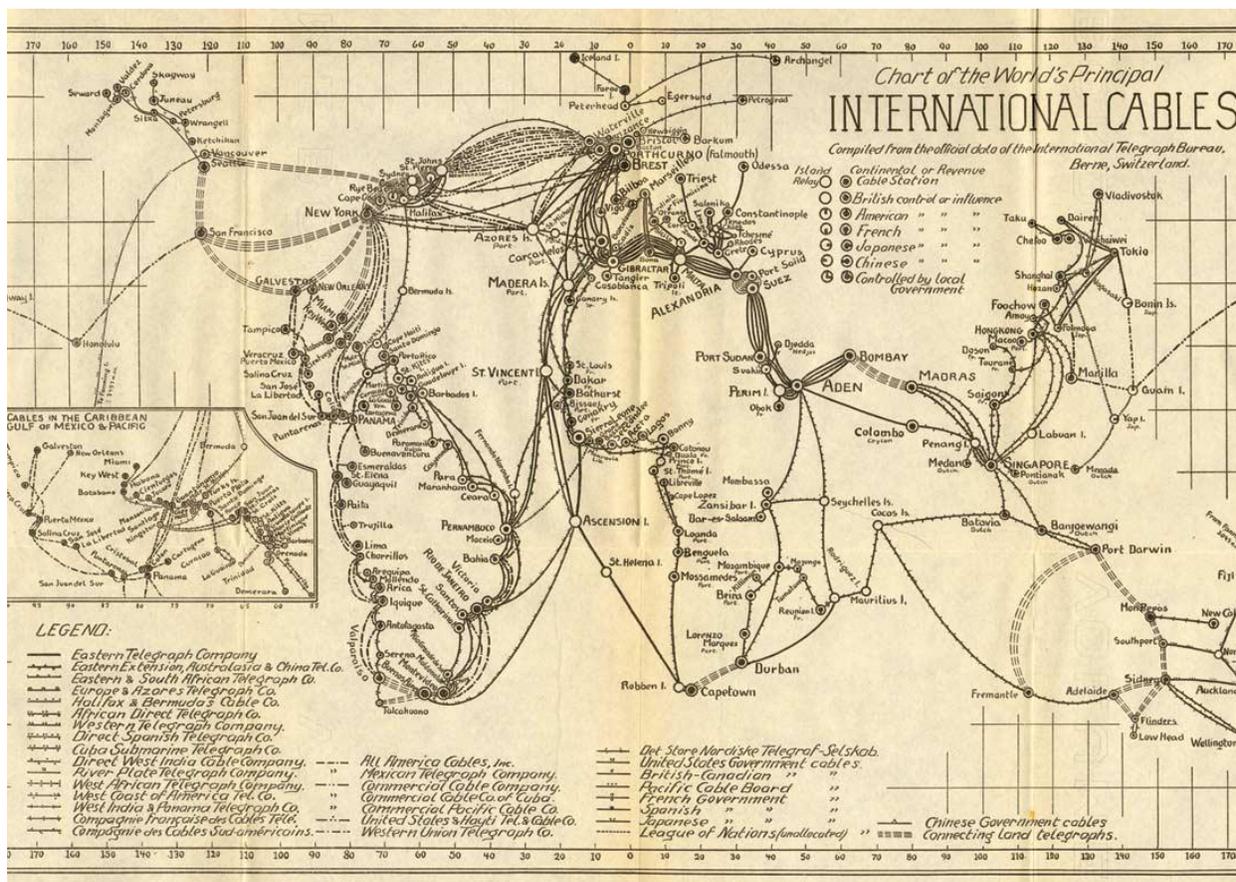


HISTORY 891:
EUROPEAN TRANSNATIONAL HISTORY
 Fall 2019

CO-TAUGHT BY PROFESSORS KATHRYN CIANCIA AND GIULIANA CHAMEDES



Class details

Mondays, 4pm-5:55pm
 Humanities Building 2611

Prof. Kathryn Ciancia

Email: ciancia@wisc.edu
 Office number: 4133 Humanities Building
 Office hours: Mondays, 1:30-3:30pm, or by appointment

Prof. Giuliana Chamedes

Email: chamedes@wisc.edu
 Office number: 4124 Humanities Building
 Office hours: Wednesdays, 11am-12pm, or by appointment

How this course came together

This course was born when Professors Ciancia and Chamedes realized that a growing number of graduate students studying European, global, and transnational history and politics at UW-Madison were interested in a comprehensive class on the questions and challenges involved. This course aims to fill this need. Led by two professors whose own research adopts transnational methods, this course came together as a way to encourage a broader conversation about intellectual and historical processes of boundary-making and border-crossing. The course has been developed collaboratively from the start. Working together, Professors Ciancia and Chamedes drafted the syllabus by selecting readings and developing methods of assessment in close communication with one another.

Overall objectives for the class

Students will:

1. Develop key definitions, including of transnational, international, and global history;
2. Gain increased familiarity with the conversations that have emerged from these historiographical fields and develop the capacity to link history to ongoing contemporary debates;
3. Develop sequentially key skills essential for graduate education and beyond;
4. Identify potential conversation partners from their own fields of interest and gain confidence in interacting with scholars within and beyond the university, including a number of guest speakers who will be visiting over the course of the semester.

Grade Breakdown

- a) **Class participation, including discussion leading for one week (30%).** Students 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. Students will work in threes to lead discussion in the second half of the semester. Take a look at the syllabus to consider the weeks in which you would like to lead discussion.
- b) **Canvas assignments as a whole (15%):** Students should post their responses by noon on Sunday (i.e. the day before class) so that we can read them ahead of class.
- c) **Formal Assignment #1 (15%):** A 1,200-1,500 analysis of Joshua Cole's book *Lethal Provocation*, based on the questions that we have been considering in the weekly Canvas posts between Weeks 1 and 5. . **Due electronically on Canvas at the beginning of class on October 14.**
- d) **Formal Assignment #2 (15%) :** A 900-1,200-word blog post, based on the questions we have been considering in the weekly Canvas posts in Weeks 8, 9 and 10. **Due in hard copy and electronically on Canvas at the beginning of class on November 18.**
- e) **Formal Assignment #3 (25%):** A 5,000 to 6,000-word piece in which you identify conversation partners in your field, analyze the transnational and/or global aspects of their work, and reflect on how such approaches might advance the field further. **Due in hard copy and electronically on Canvas at the beginning of class, December 9.**

Class Readings

Books are available at the University Book store (you are also, of course, free to purchase the books from other sellers) and on reserve at College Library (**marked UB/R on syllabus**). Supplemental readings will be put on Canvas (**marked CV on syllabus**), under either the "Modules" tab (for links) or the "Files" tab (for uploaded files). The course reader (**marked CR on syllabus**) can be purchased from the 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.

The copy center is located at:

Sewell Hall
Room 6120
1180 Observatory Drive
Madison, WI 53706

Telephone: 608-262-5396

Email: copycenter@ls.wisc.edu

Student Workload and Credit Information

Students may take this course for 1-3 credits. The credit standard for the course is met by an expectation of at least 45 hours of student engagement with the course's learning activities for each credit (1 credit = at least 45 hours; 2 credits = at least 90 hours; 3 credits = at least 135 hours). For all students, these activities will include group seminar meetings of 115 minutes per week. Other course activities and assignments (dedicated online time, reading, writing, field trips, individual consultations with the instructor, etc.) will vary depending on the number of credits for which a student is enrolled. These differing levels of activities and expectations can be discussed with Profs. Ciancia and Chamedes.

Weekly reading assignments

Week 1: Transnational History, Global History (September 9)

Readings:

- Pierre-Yves Saunier, "Transnational," in Akira Iriye and Pierre-Yves Saunier, eds., *The Palgrave Dictionary of Transnational History* (Basingstoke, 2009), 1047–1055. **CR/CV**
- Sebastian Conrad, *What is Global History?* (Princeton, 2017), 1-16; 37-61. **UB/R and CV**

Assignment (Canvas):

In three sentences, summarize the main differences between transnational and global history, as laid out in these texts.

Week 2: Transnationalism, Migration, and Agency (September 16)

Readings:

- Nancy L. Green, "Contemporary Issues in Historical Perspective: The Trials of Transnationalism: It's Not as Easy as It Looks," *Journal of Modern History*, 89 (December 2017): 851–874. **CR**
- Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York, 2016): 65-104. **CR**
- Tara Zahra, "Lost Children: Displacement, Family, and Nation in Postwar Europe," *Journal of Modern History* 81, no. 1 (2009): 45–86. **CR**

Assignment (Canvas): Write five sentences in response to the following questions: According to Green and Zahra, how much agency do people who live “transnational” lives have? Do Green and Zahra seem to agree or differ in their interpretations in this respect? How so?

Extra class events this week:

If possible, students should attend all three of Prof. Tara Zahra’s Mosse Lectures this week (3:30pm on Tuesday, Wednesday, and Thursday) in the Vandenberg auditorium at the Pyle center, as well as an informal chat with Prof. Zahra over coffee on Wednesday, September 18 at 10am in the Curti Lounge.

For the informal chat on Wednesday, please look at the following brief texts:

- Brian Rosenwald and Nicole Hemmer, “Welcome to Made by History,” *The Washington Post*, June 26, 2017: <https://www.washingtonpost.com/news/made-by-history/wp/2017/06/26/welcome-to-made-by-history/> **CV**
 - Tara Zahra, “America, the Not So Promised Land,” *The New York Times*, November 14, 2015: https://www.nytimes.com/2015/11/15/opinion/sunday/america-the-not-so-promised-land.html?_r=0 **CV**
- Tara Zahra, “The Ugly U.S. History of Separating Families Goes Back Way Beyond Trump,” *The Daily Beast*: <https://www.thedailybeast.com/the-ugly-us-history-of-separating-families-goes-back-way-beyond-trump> **CV**

Week 3: Thinking Globally and Transnationally about German History (September 23)

Readings:

- Sebastian Conrad, “Rethinking German Colonialism in a Global Age,” *The Journal of Imperial and Commonwealth History*, 41, no. 4 (2013): 543–566. **CR**
- Sebastian Conrad, “‘Native Policy’ in Colony and Metropole: ‘Educating to Work’ in East Africa and Eastern Westphalia,” *Globalisation and the Nation in Imperial Germany* (Cambridge: Cambridge University Press, 2010), 77-143. **CR**
- H. Glenn Penny, “German Polycentrism and the Writing of History,” *German History* 30, no. 2 (2012): 265–282. **CR**

Assignment (Canvas):

Write five sentences in response to the following questions: What are the differences and similarities between the approaches of Conrad and Penny to rethinking and rewriting “German history” within a global framework?

Week 4: Questions of Scale: The “Global” and the “Local” (September 30)

Readings:

- Vanessa Ogle, *The Global Transformation of Time: 1870–1950* (Cambridge, MA, 2015). **UB/B**
- Bernhard Struck, Kate Ferris, and Jacques Revel, “Introduction: Space and Scale in Transnational History,” *The International History Review* 33, no. 4 (2011): 573-584. **CR**

Assignment (Canvas):

Write five sentences in response to the following question: What is Vanessa Ogle’s central argument? Give one example of how she uses a primary source to make her argument.

Extra event this week:

Talk by James Loeffler (as part of Kutler lecture series), entitled “Beyond the Law: Jews and Antisemitism in the Global 1960s,” October 3, 2019, 4-6pm, Pyle Center (NB: We’ll be reading an excerpt from Prof. Loeffler’s new book next week in class).

Week 5: Remaking “the Global” after World War One (October 7)

Readings:

- Eric Weitz, “From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions,” *The American Historical Review* 113, 5 (2008): 1313-1343. **CR**
- James Loeffler, *Rooted Cosmopolitans: Jews and Human Rights in the Twentieth Century* (New Haven, 2018), 3-31. **CR**
- Adom Getachew, *Worldmaking after Empire: the Rise and Fall of National Self-Determination* (Princeton, NJ, 2019), 37-70. **UB/R**

Assignment (Canvas):

Write five sentences. Compare the approaches of TWO of these historians. How do they explain the answers to questions of global sovereignty that emerged at the end of the First World War?

Week 6: French History, Colonial History (October 14)

Readings:

- Joshua Cole, *Lethal Provocation: The Constantine Murders and the Politics of French Algeria* (Ithaca, NY, 2019). **UB/R**
- Joan Scott, *The Politics of the Veil* (Princeton, 2007): 21-89. **CR**

FORMAL ASSIGNMENT #1 DUE IN CLASS

Week 7: Transnationalism and Internationalism Behind the Iron Curtain (October 21)

Readings:

- Rachel Applebaum, *Empire of Friends: Soviet Power and Socialist Internationalism in Cold War Czechoslovakia* (Ithaca, NY, 2019). **UB/R**
- 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**

Assignment (Canvas):

Write a question that you think will generate a lively and productive class discussion, as well as a short (two-three sentence) explanation of why you think the question will “work” in the classroom.

ASSIGNMENTS #1 RETURNED

Week 8: The Movement of Economic Ideas and the Origins of Market Fundamentalism (October 28)

Readings:

- Angus Burgin, *The Great Persuasion: Reinventing Free Markets since the Depression* (Cambridge, Mass., 2012). **UB/R**
- Sven Beckert, Angus Burgin, et. al., “Interchange: The History of Capitalism,” *Journal of American History* Vol. 101 No. 2 (2014): 503–536. **CR**
- Wolfgang Streeck, “How Will Capitalism End?” *The New Left Review* (May-June 2014): 35-64. **CR**

Assignment (Canvas):

Write around ten sentences. Keeping in mind “Interchange: The History of Capitalism,” reflect on how the historiographical debates surrounding the history of capitalism (and the decision to use the term “capitalism” itself) show up in Burgin and Streeck’s pieces. If some of these debates show up in Burgin and Streeck, how do they make their appearance?

Extra class event this week:

Students should attend Joshua Cole’s public talk at UW-Madison on October 31st, 12:15pm.
Details TBA.

Week 9: Decolonization, State Sovereignty, and the New International Economic Order (November 4)

Readings:

- Adom Getachew, *Worldmaking after Empire: The Rise and Fall of National Self-Determination* (Princeton, NJ, 2019). **UB/R**
- Vanessa Ogle, “State Rights against Private Capital: The ‘New International Economic Order’ and the Struggle over Aid, Trade, and Foreign Investments, 1962–1981,” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 5 (Summer 2014): 211–34. **CR**
- Daniel P. Moynihan, “The United States in Opposition,” *Commentary* 59 (March 1975): 31-44. **CR**

Assignment (Canvas):

Write around ten sentences. Compare and contrast the story about the 1970s narrated by Getachew, Ogle, and Moynihan. What are the normative assumptions embedded in the three pieces regarding the promises and risks of that decade?

Week 10: Neoliberalism and Globalism (November 11)

Readings:

- Quinn Slobodian, *Globalists: The End of Empire and the Birth of Neoliberalism* (Cambridge, Mass, 2018). **UB/R**
- Monica Prasad, *The Politics of Free Markets: The Rise of Neoliberal Economic Policies in Britain, France, Germany, and the United States* (Chicago, 2006), 1-43; 98-162. **CR**
- Daniel Rogers, “The Uses and Abuses of ‘Neoliberalism,’” *Dissent* (winter 2018). **CR**

Assignment (Canvas):

Drawing on what you learned in Slobodian and Prasad (or your frustrations with either or both), write about ten sentences in response to Daniel Rogers. Do you agree with the concerns that Rogers raises for both scholars and non-scholars regarding the use of the term “neoliberalism”? Your response to Rogers could either be intended for consumption by fellow academics or it could extend to a broader audience.

Week 11: Methodology Redux: What is Global History? (November 18)

Readings:

- Sebastian Conrad, *What is Global History?* (Princeton, NJ, 2016). **UB/R**
- James Byrne, “Reflecting on the Global Turn in International History, or How I Learned to Stop Worrying and Love Being a Historian of Nowhere,” *Rivista Italiana di Storia Internazionale* 1:1 (2018): 11-42. **CR**
- Jeremy Adelman, “What is Global History Now?” *Aeon* (March 2, 2017). **CR**

Assignment (Canvas):

Please prepare two questions you would like to ask Prof. Conrad, who will be visiting our class this week. Then, do a search on the H-Net Jobs Guide for “global history.” In ten sentences, reflect: What is global history according to you, according to Conrad, and according to the random sampling you gathered on H-Net? Where does your definition of global history align with Conrad’s or with that of the job postings? Where do you part ways?

Extra class event this week:

Students should attend Sebastian Conrad’s public talk at UW-Madison this week, which will take place on Tuesday, November 19th, from 11:50 to 1:30pm.

FORMAL ASSIGNMENT #2 DUE IN CLASS

Week 12: Capitalism and Inequality (November 25)

Readings:

- Katharina Pistor, *The Code of Capital: How the Law Creates Wealth and Inequality* (Princeton, NJ, 2019). **UB/R**
- Paul Krugman, “Why We’re In a New Gilded Age,” on Thomas Picketty’s *Capital in the Twenty-First Century*, in *The New York Review of Books* (May 8, 2014). **CR**

Assignment (Canvas):

Locate a blog post or a news article of your choosing on the topic of inequality. Then, in ten sentences, reflect on whether the author of your blog post or article would be more prone to agree with Pistor or Krugman (or neither), and why. How do all three authors describe the main causes of inequality in the 20th century? Whose argument do you find more convincing and better substantiated by the evidence marshalled?

ASSIGNMENT #2 RETURNED

Week 13: Tracing Transnational Lives (December 2)

Readings:

- Sarah Abrevaya Stein, *Family Papers: A Sephardic Journey Through the Twentieth Century* (New York, 2019). **UB/R**
- Matthew Pratt Guterl, “Comment: The Futures of Transnational History,” *American Historical Review* 118, no. 1 (2013): 130–139. **CR**
- Jean Allman, “Phantoms of the Archive: Kwame Nkrumah, a Nazi Pilot Named Hanna, and the Contingencies of Postcolonial History-Writing,” *American Historical Review* 118, no. 1 (2013): 104–129. **CR**

Week 14: Wrap-up Session (December 9)

FINAL PAPERS DUE IN CLASS

APPENDIX A: Class Policies and Further Resources

Office Hours

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

Technology

We strongly encourage you to have all screens, including laptops, away for the duration of the class. We will make exceptions if students have the books available electronically or have notes on a screen that they cannot access in any other way. If you would like to talk about using technology in the classroom, please come and speak with us.

We will begin class on time, so please make sure that you arrive a few minutes early. Persistent tardiness (as well as not letting us know if you are going to be absent) 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 one of us in plenty of time prior to the deadline. Late papers will be penalized by half-a-grade per day. 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 upper word limit.

Historians use the Chicago Manual of Style, which can be found online at www.chicagomanualofstyle.org. Please do not hesitate to be in touch with us about any citation questions you might have.

Academic Honesty

There is information about what constitutes plagiarism here (http://writing.wisc.edu/Handbook/QPA_plagiarism.html), but please come and speak with us 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 us if you would like to talk further about accommodations.

Religious Observance Policy

Students must notify one of us in the first two weeks of class of the specific days or dates on which they request relief.

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.