

University of Wisconsin – Madison
History 701: History from a Global Perspective

1 credit Designation: 50% Graduate Work Requisites: Graduate/Professional Standing
In Person, Wednesday 3:30pm-4:20pm
Humanities 5233

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Office Hours: Wednesday 1pm-2pm, in person (office, masks on) or online (ping me on Microsoft Teams), your choice; or any other time, by appointment.

History 701 is a required introductory class to all incoming history graduate students. Its principal goal is to introduce students to the academic and professional life of the department and to provide frameworks for professional development during graduate school and beyond (requisite: graduate/professional standing).

Learning Outcomes:

By the end of the semester, students will:

- Be able to set professional goals and outline concrete measures to achieve those goals
- Understand the teaching environment at the University of Wisconsin – Madison and how to make teaching an integral part of professional development
- Articulate concrete plans to promote an inclusive learning environment, as Teaching Assistants, and beyond.
- Become familiar with some of the work that is carried out in the department and the questions that animate it, with an emphasis on transnational iterations and histories.
- Develop tools for success in graduate school and beyond

Course Structure:

The class meets in person. In each of our meetings, we will host Graduate Program staff member or History Department faculty. Three sessions will be led by the instructors from the Delta Teaching program.

For most sessions the guest speaker will assign an article-length piece, which should be read in advance of the meeting. Reading materials will be posted on Canvas before the relevant session.

We will be engaging a wide range of issues over a relatively short period of time. The success of the class depends on engaged readings, discussion post (see below), and discussion.

Assignments:

Each week is accompanied by a Canvas discussion thread; students are required to post on the discussion board at least **10** times (in 10 different weeks). Each post should be 150-200 words

and engage the material we read before class or the aspects of professional development discussed in class. Further details will be given before each class.

Discussion posts that are due before class must be posted by Tuesday, 11:59PM; those that are due after class must be posted by Sunday, 11:59PM.

Students are expected to read all the discussion posts contributions before class – please make sure you have some time to do so on Wednesday morning.

Workload and Credit Hours:

The credit standard for this 1 credit course is met by an expectation of a total of 45 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly attending online synchronous meetings, reading, listening, watching, and writing as described in the syllabus.

Grading:

Canvas Reflections: 50%

Participation: 50%

Students are required to attend all class meetings. In case of a justifiable schedule conflict, an emergency, or medical concern, email your instructor as soon as you can. In some instances (for example, if a student is sent to isolation or has develops respiratory symptoms), we will figure out a way to connect with the class through Zoom. *Please do not come to class if you are feeling sick.*

Academic policies:

COVID-19:

All students are expected to follow campus COVID-19 guidelines: <https://covidresponse.wisc.edu/>

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

Accommodations to students with disabilities

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in

coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and inclusion

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

09/08 *Asynchronous* (readings and assignments on Canvas)

09/15 Introduction to 701, and History/HSMT Graduate Programs

09/22 Time to degree and general professional development (Leslie Abadie & Jen Gramer)

09/29 Building resume's as you go (Christina Matta & Leslie Abadie)

10/06 Careers in history (Christina Matta & Leslie Abadie)

10/13 Introduction to Teaching College Students (Jen Gramer, Alice Maine, & Daniel Ussishkin)

10/20 Inclusive Teaching (part I): Delta Teaching Program

10/27 Inclusive Teaching (part II): Delta Teaching Program

11/03 Inclusive Teaching (part III): Delta Teaching Program

11/10 Faculty Visit

11/17 Public History (Kacie Lucchini Butcher)

11/24 Developing Skills (Asynchronous)

Thanksgiving Recess

12/01 Funding (Leslie Abadie)

12/08 Some more professional development, and course conclusions