

HISTORY 701: History from a Global Perspective

UW-Madison Department of History

Fall 2023/Thursdays 11:00-11:50 am/Humanities 5233 (in-person)

1 credit; designation: 50% Graduate Work; requisites: Graduate/Professional Standing

[Course Canvas](#)

Contact Info

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Student Hours: [Thursdays, 2:00-4:00 pm](#) & by appt.

Course Description

History 701 is a one-credit, one-hour weekly seminar that is required for all incoming history graduate students in their first semester in the program. It is convened by the Director of Graduate Studies.¹ This semester, that's me, Charles Kim.

Learning Outcomes

The goals of this seminar are to:

- Provide a space for you to build connection and community with people in your cohort. Being connected to some of your peers can be valuable in numerous ways, such as intellectual exchange, collaborations of various kinds, and providing/giving support. This seminar is intended to facilitate the community-building process.
- Add further breadth to how you think about our discipline and your place within it. This includes developing your reflective instinct of thinking “laterally,” in conjunction with a wide array of historians, historical works, methodological approaches, and audiences. To this end, 701 will introduce you to a number of faculty members and their distinct geographical, thematic, methodological, and professional areas of focus.
- Help prepare you for upcoming stages in your studies and your career by continuing your professional development in such areas as teaching, presenting/sharing your work, and CV/résumé-writing.

¹ In direct and indirect ways, this syllabus is based on iterations of the seminar led by previous DGSs.

Course Requirements & Structure

The requirements of this course are modest: read the assigned texts, reflect on them in your Canvas posts, and come to our in-person seminar prepared to engage in thoughtful and informed conversation. You're required to attend all seminar meetings. Since this is a credit/no-credit course, faithful attendance and regular reflection posts are essential.

For each session, we will host a different member of the Graduate Program staff or the Department faculty. If possible, please arrive a few minutes *before* 11:00 am so that we can start on time. Most of our seminars will begin with about ten minutes of internal discussion to talk about practical topics of relevance to new graduate students. Our guests will then join us at ten past the hour. Typically, they will talk for 10-15 minutes. The remainder of the session will be an open discussion led by the guest and moderated by me.

For most sessions, our guest will assign 1-2 short pieces. Readings will be posted on Canvas at least one week before the corresponding session.

You'll be posting your reflection posts on Canvas:

- For faculty-led sessions, submit your reflection posts no later than **Wednesday, 11:59 pm**. You're expected to read the reflection posts of your seminar-mates before we meet, *so you'll want to set aside some time on Thursday mornings to do so.*
- For professional development workshops, (reflection) posts are due on the **Sunday night that follows the session, by 11:59 pm.**

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 ill but feels decent enough to attend virtually), then I will make efforts to hold a hybrid session. *Please do not come to class if you are feeling sick.*

Religious holidays: If any of our seminar meetings fall on a religious holiday that you observe, please let me know in advance that you will not be able to attend that seminar. I will be happy to facilitate a one-on-one meeting with a faculty member whose visit you must miss because of a religious holiday.

Grading

Participation: 50%

Reflection Posts: 50%

Reflection Posts

Over the course of the semester, you'll be posting a minimum of **10** reflection posts on [Canvas Discussions](#). For each post, aim for 150-200 words, and think in terms of putting together a thoughtful blog post, framed by an apt and original title.

For sessions that are geared toward historical themes, methods and approaches, your post might think with, expand on, explain questions, or engage critically with a key idea or ideas from the text. For sessions that turn to a topic of professional development, you might offer up reflections on your own experience or thoughts about growth in the area. Depending on the topic, you might be asked to shift away from reflection and turn to revisiting/revising your own material. (For example, this could happen for the session on CVs/résumés with Christina Matta.) The minimum requirement is 10 reflection posts, but you are absolutely welcome to post for all 11 weeks.

I understand that everyone will be quite busy in their first semester. Within this context, I would rather you use your posts as an opportunity to put some of your meaningful observations and freshly generated ideas from the week (or this semester) to text. It is not necessary to write beautifully written, grammatically immaculate posts every week. You certainly may. However, as a writing exercise, your primary focus should be on effective framing, conveying a key point or points, and clarity. Suffice it to say, relying on AI software such as ChatGPT to complete your posts would run at cross-purposes with the rationale behind the reflection posts.

These reflections are meant to be opportunities to sharpen your:

- Critical-thinking skills;
- Ability to make think laterally (i.e., identify links between a given week's reading(s), previous readings in our seminar or elsewhere, and potentially, your own research interests); and
- Ability to capture and express freshly formed/forming ideas and thoughts on paper.

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/>

Academic Accommodations

Please let me know at the start of the semester if you need any accommodations for this course. I am happy to work with you and the [McBurney Disability Resource Center](#) to implement them.

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.”

Course Credits

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.

Regular and Substantive Student-Instructor Interaction

The course includes regular and substantive student-instructor interaction through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content.

Academic Policies

COVID-19: All students are expected to follow [campus COVID-19 guidelines](#).

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, uncited use of ChatGPT or other AI software in a written assignment, and helping others commit any of 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. More information is available [here](#).

Course Schedule

*Further readings will be posted during the semester; this schedule is subject to change.

9/7 Course Introduction

9/14 Lisa Normand, Alice C. M. Kwok & Emily Tran - *Timeline to Degree & Professional Development*

9/21 Patrick Iber: *Magazine Writing*

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9/28 Paige Glotzer: *Place, Digital & Public-facing History*

- Dolores Hayden, “Urban Landscape History: The Sense of Place and the Politics of Space”
- Paige Glotzer, “[Building Suburban Power: The Business of Exclusionary Housing Markets, 1890-1960](#)”

10/5 Viren Murthy:

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10/12 Neil Kodesh: *History from Words and Things*

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10/19 Emma Kuby: *Transnational History and Historiographic “Turns”*

- Selections from the March 2023 AHR forum “On Transnational and International History”

10/26 Daniel Stolz:

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11/2 Michael Martocchio: *Becoming an Intellectual Craftsperson*

- C. Wright Mills, *On Intellectual Craftsmanship*

11/9 Alice C. M. Kwok & Emily Tran: *Teaching as a Graduate Student*

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11/16 Kacie Lucchini Butcher: *Public History*

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11/23 Thanksgiving

11/30 Christina Matta: *CVs/résumés*

- CV/résumé samples

12/7 *Wrapping Up & Looking Ahead*