

The Historian's Craft: Migration in World History

University of Wisconsin-Madison

HISTORY 201: fall 2024, 3 credits



Samella Lewis, Migrants, 1967, linoleum cut, Chazen Museum of Art. Depicted are early twentieth century African-Americans migrating to northern cities. Each has their own story, but collectively, they are doing something humans have done since the dawn of time: migrate.

MEETINGS:

Mondays, 3:30-5:25 (5255 Humanities)

INSTRUCTOR:

Paul Grant - pgrant@wisc.edu 5212 Humanities - Office hours: Tuesdays, 9-11 and by appointment

COURSE DESCRIPTION

In this course, you will create historical knowledge in the form of original research. The overarching topic is Migration in World History – that is, the study of one of the basic habits of the human species. Building on a theoretical foundation developed in the first half of the semester, in the second half you will conduct an independent research project on cross-community migration, sharing your findings with the class.

Canvas Course URL: <https://canvas.wisc.edu/courses/425206>

This course in UW-Madison context:

Catalog Description. Conduct original historical research and convey the results to others. Through engagement with archival materials, become historical detectives; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in both written and spoken formats. May not be repeated for credit.

Requisites. *Satisfied Communications A requirement. Not open to students with credit for History of Science 211.*

Course Designations and Attributes. *Gen Ed - Communication Part B; Breadth – Humanities; Level – Intermediate; L&S Credit - Counts as Liberal Arts and Science credit in L&S*

Instructional Modality. Live in classroom. Attendance required.

Credits. This is a 3-credit course. The credit standard is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit), which include regularly scheduled instruction, student meeting times during my office hours, reading, writing, library excursions, and other student work as described in the syllabus.

LEARNING OUTCOMES

1. **Global Perspective.** Migration is a constant in world history, but feels new to each person experiencing it. Students will learn how to think through this dynamic, as it manifests in over the centuries and in specific cultures.
2. **Historiographical Thinking.** Through the lens of migration, students will learn how to understand how historical scholarship has evolved in response to present-day needs, such as understanding how labor migration from Africa to Europe challenges some of the definitions of Europe.
3. **Historical Research and Writing.** Students will be able to (1) critically read primary texts; (2) evaluate and formulate historical arguments on the basis of original source evidence, for the purpose of developing original research.
4. **Peer Review.** Students will learn about the peer review process, including writing and receiving feedback and revising their work.
5. **Cross-Cultural Thinking.** This includes a growing capacity to (1) understand human experience in its global, historical contexts; (2) interpret contemporary events, discussions, and assumptions in light of the complexity of the past, and (3) learn how to effectively understand others, despite differences.

REQUIRED TEXTBOOK

Patrick Manning with Tiffany Trimmer, *Migration in World History* (Third Edition) (Routledge, 2020)

Note: this book is common to us all, but is far from the only required reading for this course: you will generate your own reading list for your research project, most of which resides in Memorial Library.

ASSIGNMENTS and GRADING SCALE

Grades are assigned on the basis of accumulation of points over the course of the term (up to 100; see below). In theory, each student could get an A (or could fail). For the most part, you accumulate points through short written work.

Grading scale:

Fewer than 60 points = F; 60-70 = D; 70-77 = C; 78-82 = BC; 83-87 = B; 88-92 = AB; 93 or greater = A

Student work is organized around three skills in the historian's toolkit: research and source analysis, historical writing and revision, and clear communication.

Research: Term paper of original historical research 40%

Components:

Three individual conferences with instructor (each at 1%), 5212 Humanities	3%
Research proposal (paper copy due in class, week 5)	4%
Annotated bibliography (due in Canvas, week 7)	4%
Analysis of key primary source(s) (due in Canvas, week 8)	4%
Complete draft (due on paper, week 11)	5%
Revised Final Draft (due on paper, week 14)	20%

Historian's Craft: 30%

Components (each submitted as a 750 word / three-page essay):

Reverse Footnoting (week 3; draws on your research for family presentation)	10%
Literature Review (week 6; preliminary reading for your chosen country/theme)	10%
Migration Theory (week 9; applying Manning to your paper topic)	10%

Oral Communication: 30%

Components:

Self-introduction (video discussion),	week 1	2%
Migration and your family,	week 3	4%
Prospectus presentation,	week 6	4%
Research update,	week 9	4%
Final research presentation,	week 13	6%
Comment on another's presentation,	week 13	2%
Exit interview, exam week	exam week	3%

Overall participation in seminar:	5%
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ASSIGNMENT DESCRIPTIONS:

Research

You will write a 2,500-3,500 word (typically ten-fifteen pages if double-spaced at 12 point font) research paper on a theme, individual/family, or method related to cross-community migration (as defined in Manning). You will discuss the topic with Dr. Grant at multiple stages throughout the semester.

To help you break down and prepare for this task, we will learn library research skills and workshop findings; there will be a research proposal of 750-800 words, an annotated source list (bibliography), an essay on one or two of your key primary sources, and a complete draft (not a rough draft) due ahead of the final submission. You will also present your interim findings to the class, and receive feedback and questions from your peers and instructor.

In the week 13 meeting, you will give a 5-7-minute presentation of your research. You will be graded on the clarity and organization of your lecture, your discipline at adhering to the required time limits, and your ability to field questions concisely at the end.

Your complete draft will be submitted in week 11, so that you can receive and respond to feedback on your work. This paper will be graded on the depth and breadth of your research, the clarity and importance of your argument, and the written execution of your narrative.

The final paper will be due on paper in the week 14 meeting.

There is no rubric: student research will be too methodologically diverse for rubrics to be appropriate. You will instead receive substantial feedback and individual guidance throughout the semester.

Communication

This course satisfies the university's Comm B requirement and thus requires you to work on your skills in public speaking and communication. These come in five forms:

- **Craft Writing:** smaller exercises to develop your skill at clarity and elegance in communication will supplement your formal historical writing.
- **Group process:** part of your grade comes from your work at thoughtful interaction with your classmates, both written (peer reviews) and spoken (including thoughtful listening).
- **Public speaking:** each student will present multiple times before the class.
- **Exit interviews.** At the end of the term, each student will have an individual conversation with the instructor, ascertaining next steps, whether in historical research or career.

ADDITIONAL COURSE GUIDELINES

Microsoft. Students are expected to use Microsoft Office (rather than Google or Apple), especially SharePoint, Word, and Teams. If you are not familiar with these professional tools, this is your opportunity to learn, but help is available upon request. Much of your written work will be shared through MS Office rather than Canvas.

Canvas. Many, but not all, assignments are disseminated and graded in Canvas (see URL on page 1 above). Do not plan your work according to the due dates in Canvas; most assignments will require offline work (such as library or museum visits).

Classroom Technology. You should bring a computer to class. If you do not have one, you should check out a loaner from the library. At the same time, computers of any variety should remain closed unless we are working together. That is: take notes on paper.

Attendance. Aside from the unpredictable, students are expected to commit to full attendance and participation. To miss a single session is to miss an entire week. Students who miss more than two seminars will see a two-point reduction in their participation grade.

Generative Artificial Intelligence. I expect open conversation about AI: with more practice and experience, the better our collective insights will become. Major breakthroughs in AI put an increased premium on user judgment. Artificial intelligence is potentially useful but is not without its risks, especially in its struggles with misleading information. At the same time, you must submit both AI-generated text, including whatever prompts you used, along with your own revised text for comparison.

History Lab. The History Lab is the Department of History's in-house writing center. Our graduate student staff offer expert, one-on-one advising on your History/History of Science projects, both in-person and virtually. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our [website](#) for instructions on how to schedule an appointment with a Lab TA, or to find tips, guides, and other resources for all of your writing assignments.

Academic Integrity. By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Late Work. All assignments are due on the day indicated below (sometimes on paper, and sometimes online). All work submitted late without prior arrangement will receive a five-point grade reduction each day (e.g., an 85% grade would become an 80% after one day late).

COURSE SCHEDULE

Week 1: The Big Picture

Meeting: September 9

Read (before next meeting):

Manning, *Migration in World History*, chapter 1 (Introduction)

Due (by end of week): Sept. 13

- Self-introduction (video recording in Canvas) + comments on other students' work.
- Register preferences for family presentations (week 3)

Week 2: Memorial Library Orientation + Migration Theory

Meeting: September 16

Meeting in Memorial Library, inside front gate. BRING STUDENT ID!

In-Class Work:

Library assignment—working on week 3 primary source presentations.

Read (before next meeting):

Manning, *Migration in World History*, chapters 2-3

Due (by end of week): Sept. 20

Individual research paper conference #1 (before 3:30 PM on Sept. 20)

Week 3: First Student Presentations; Agriculture and Commerce

Meeting: September 23

In-Class Work:

Presentation: Migration in your family history (oral only)

Read (before next meeting):

Manning, *Migration in World History*, chapters 4-5

Due (by end of week, Sept. 27):

Historians Craft #1: Reverse Footnoting (due in Canvas)

Individual research paper conference #2 (before 3:30 PM on Sept. 27)

Week 4: World Religions

Meeting: September 30

Read (before next meeting):

Manning, *Migration in World History*, chapters 6-7

Due:

Research Proposal due in class next week (Oct. 7)

Week 5: Labor Migrations and Human Trafficking

Meeting: October 7

Research Proposal draft due in class (hard copy + .docx file in SharePoint).

In-Class Work:

-Present your research proposal (oral only, no PowerPoint)

-Peer evaluation of research proposals

-Exploring the Slave Voyages Database

Read (before next meeting):

Reference or overview of your proposed topic or country (see Canvas for instructions)

Manning, *Migration in World History*, chapter 8

Week 6: Back to the Library

Meeting: October 14

In-Class Work:

Group and individual work in Memorial library. Attendance required.

Read (before next meeting)

Manning, *Migration in World History*, chapter 9

Due (by end of week): Oct. 18

Historians Craft #2: Literature Review (due in Canvas)

Week 7: Nationalism and Racial Terror

Meeting: October 21

In-Class Work: tracking refugees

Read (before next week):

Manning, *Migration in World History*, chapter 10

Due (by end of week): Oct. 25

Annotated Bibliography for Research Paper

Prepare your presentation (in-class, Oct. 28): research updates

Week 8: Accelerating Globalization

Meeting: October 28

In-Class Work:

Research updates. Present on your progress, including obstacles you've encountered.

Discussion: Academic Peer Review

Read (before next week):

Manning, *Migration in World History*, appendix (Migration Theory)

Due (by end of week): Nov. 1

Analysis of your main or best primary source (due in Canvas)

Week 9: Generations, Gender Roles, Family Strategies

Meeting: November 4

In-Class Work: planning the revision stage in advance

Due (by end of week): Nov. 8

Individual research paper conference #3 (before 3:30 PM on Nov. 8)

Historians Craft #3: Migration Theory (due in Canvas)

Week 10: Research Workshopping and Problem Solving

Meeting: November 11

In-Class Writing: BRING A COMPUTER TO CLASS!

Titles, abstracts; research problem solving

Write: Complete Research Paper draft due next week in class (Nov. 18), on paper

Week 11: Migration in the Arts

Meeting: November 18

Complete Research Paper draft due in class (hard copy + .docx file in SharePoint).

In-Class Work: field trip to Chazen Art Museum

Week 12: Students as Migrants

Meeting: November 25

In-class work:

Applying Manning's framework to student experience

In pairs/groups: previewing your research presentation for next week

SAVE THE DATE: Final Research Presentations next Monday (after Thanksgiving recess); send 2-3 PowerPoint slides to Dr. Grant by Sunday (12/1)

Week 13: Research Symposium

Meeting: December 2

In-class work:

Final research presentations, including PowerPoint

Peer comment (instructions given previous week)

Write:

Research paper: final draft due in class next week: (hard copy + .docx file in SharePoint)

Week 14: Mapping Your Next Steps

Meeting: December 9

Research paper: final draft due in class: (hard copy + .docx file in SharePoint)

In-Class Work:

Group debriefing

EXAM WEEK (No exam)

Exit Interviews (individually, with Dr. Grant) (graded)