

HISTORY 701: Introduction to Graduate Studies

UW-Madison Department of History

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

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

[Course Canvas](#)

Contact Information

Professor Charles Kim

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Office: 4122 Humanities Bldg.

[Student Hours](#): Wednesdays, 2:00-3:30 pm & by appt.

In-person (4122 Humanities Bldg) or on [Zoom](#)

Course Description¹

Offered in the fall semester, History 701 is a one-credit course that is required for all incoming History and History of Science, Medicine & Technology (HSMT) graduate students. The overarching purpose of the course is to provide essential practical information about being a History/HSMT doctoral student, and about navigating graduate studies in this Department and at UW-Madison. Many of the weekly topics correspond to different stages and milestones in the History/HSMT programs.

Learning Outcomes

- Strengthen your understanding of the core aspects of being a History/HSMT graduate student.
- Acquire a sound overview of the different stages of the History/HSMT programs, with a focus on the key program milestones.
- Gain insights into how to navigate the Department and the University.
- Gain insights into managing the professional relationship with your faculty advisor.
- Though not a learning outcome, an important goal of the seminar is to build community within your cohort.

¹ History 701 is led by the department's Director of Graduate Studies (Charles Kim). To prepare this syllabus, I incorporated ideas from recent and current Graduate Program PAs, Jen Gramer, Alice Kwok, Emily Tran, and Lindsay Ehrisman. Susan Nelson and Lisa Normand also provided valuable guidance. Additional ideas for the class were drawn from syllabi for similar courses required by other History PhD programs in the United States.

Course Requirements & Structure

The requirements of this course are modest: read and think about the assigned materials (which will be posted at least one week ahead of time on Canvas) and come to our in-person session prepared to engage in thoughtful and informed conversation. For certain weeks, I'll give you a simple assignment to bring to the session. You're expected to attend all of our Friday 11:00-11:50 am sessions. This is a credit/no-credit course.

For many of our sessions, we will be joined by a guest or guests. This can be staff members of the Graduate Program, colleagues in the History/HSMT programs, University staff, or a History Department faculty member. If possible, please arrive a few minutes *before* 11:00 am so that we can start on time.

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 have a one-on-one meeting with you to go over the weekly topic that you have missed due to your religious observance.

Grading

Preparations (assigned readings and short assignments): 50%

Participation: 50%

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 Schedule

Part One: Years 1 and 2

9/6 Welcome/Intro to Being a Graduate Student

- *Post* your self-introduction on Canvas.
- *View* your colleagues’ self-intros
- *Read* Matthew Jerome Schneider, “[Cultural Capital and Social Networks](#)”
- *Submit* (using the *Google Form on Canvas*) an anonymous question about graduate school, UW, the History department, your relationship with your mentor, etc.
- *Take* a set of answers to our anonymous FAQ and a link to a second form for future questions.

9/13 Reading & Notetaking

- *Read* Paul Edwards, “How To Read a Book”
- *Bring* your own notes for a seminar reading that you did this week.
- *Take* a streamlined version of the notes and ideas about note-taking systems.

9/20 Graduate Student Timeline, with a focus on Years 1-2

- *Review*, with a focus on your subfield, the passages on the MA Learning Goals, the Annual Development Plan, the MA Degree, the Second-Year Review, s,, and MA Requirements in the [Graduate Program Handbook](#) (pp. 6-7 and 16-22)
- *Bring* any questions that you have about Years 1-2
- *Take* “Managing your Academic Career Timeline”
- Note: This session will be led by Susan Nelson, Lisa Normand, and Lindsay Ehrisman.

9/27 The MA Paper and Second-Year Review (SYR): Panel with David Hice & Saúl Zuniga

- *Look through* recent MA papers
- *Bring* questions for the panelists

10/4 Time Management

- *Read* Amy Novotney, "[Where do the hours go?](#)"
- *Watch* The Art of Improvement, "[How to Plan Your Week Effectively](#)"
- *Bring* your schedule for the current week (Sept. 29-Oct. 5)
- *Take* a schedule for the upcoming week that is based on principles from the reading and/or video.

10/11 Campus Research Resources: Historical Society, University Archives, Special Collections, Memorial Library, Kohler Art Library, and others.

- *Visit* a campus research resource with your group.
- *Give* a brief presentation on your campus resource.

10/18 Health & Wellness: visit with Dr. Mariessa Robles, UHS Postdoctoral Resident

10/25 Open Topic

Part Two: Third Year and Beyond

11/1 Prelims: A panel discussion with colleagues

- *Look through* sample prelims lists
- *Bring* questions for the panelists

11/8 Dissertation Prospectus: A panel discussion with colleagues

- *Look through* dissertation prospectuses
- *Bring* questions for the panelists

11/15 Open Topic

11/22 Public History: visit with Kacie Lucchini Butcher, Director, Center for Campus Hist.

- *Our guest may assign a brief reading.*

11/29 Thanksgiving

12/6 Funding Your Studies and Research/End-of-Semester Lunch

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](#).