

# GLOBALIZATION

ADVANCED SEMINAR IN HISTORY (HISTORY 600) – PROF. DUNLAVY

DEPARTMENT OF HISTORY, UW-MADISON – FALL 2013

“Studying history, my friend, is no joke and no irresponsible game. To study history one must know in advance that one is attempting something fundamentally impossible, yet necessary and highly important. To study history means submitting to chaos and nevertheless retaining faith in order and meaning.”

– Herman Hesse, *Magister Ludi, The Glass Bead Game* (New York, 1979 [1943]), quoted in Duncan Bell, “Writing the World: Disciplinary History and Beyond,” *International Affairs* 85: 1 (2009): 3.

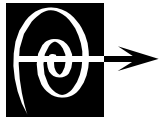
## Essential details

Seminar meetings: Wednesdays, 1:20-3:20 p.m., 5257 Mosse Humanities

Prof. Dunlavy’s office: 5109 Humanities (mailbox #5005)

Tel. 608.263.1854; email: [cdunlavy@wisc.edu](mailto:cdunlavy@wisc.edu)

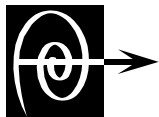
Office hours: Wed., 10:30 a.m.-12:30 p.m., or by appointment (email me)



## Goals

This seminar offers you, whether you are majoring in History or in a related discipline, a “capstone” experience in conducting your own research. Over the course of the semester, your goal will be to produce a research paper (ca. 5,000 words) that is *based on primary sources* and makes *an original contribution* to historical knowledge. Because of its intensive nature, you should plan to make this seminar the focal point of your semester and expect to devote lots of time to it. If the research topic that you develop is intellectually compelling and challenging, it will be a rewarding experience.

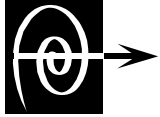
To assess the efficacy of the History 600 seminars, the History Department will send you a survey about your historical skills at the beginning of the semester and again at the end of the semester. **Completion of the two surveys is mandatory** (no semester grade until they’ve been submitted).



## Your research question

Any and all aspects of the history of globalization are fair game for your research project. You may focus your research on any period in American history and on any aspect of globalization—social, political, or economic, *narrowing* and *refining* your topic in consultation with me and with peer

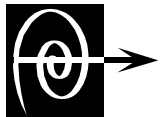
feedback in seminar. Background specifically in the history of globalization is not required, but I would recommend that you focus your research project on an aspect of the history of globalization for which you have gained relevant background in your previous coursework. Most of your time in the seminar will be devoted to bibliographic searching, reading, and writing related to your own research project.



## Rhythm of the semester

During the first few weeks of the semester, we will develop a common foundation of knowledge of several kinds—about the history of globalization, about the “nuts and bolts” of the research process, and about the wealth of research materials available on campus and on the web.

Then, as you begin to firm up your paper topics, the seminar will switch modes and function like a workshop, in which each student will present her/his research project and develop critical-thinking skills by critiquing the other students' work. Requirements over the course of the semester will include brief research assignments and a series of assignments designed to move your project along to completion in a timely manner: research proposal, bibliography, detailed outline, draft, and final paper.



## Readings

The common, assigned readings are of two kinds: 1) on the history of globalization (from a U.S. perspective); and 2) on the research process. Most of these are front-loaded into the first few weeks of seminar.

In doing the assigned readings, please read them in the order given—they move chronologically and some build on the preceding readings. Also, try to read on three levels at once, paying attention to:

- The historical content (information, argument);
- The author's sources – what kinds of sources are used, what kinds might have been used?
- The structure of the article or essay as a possible model for your own paper. Is it clearly structured? Can you easily figure out what the author's research question is, what s/he will argue, what each section will cover, and how each supports the argument?

You will also do *lots* of other reading during the semester, focused on materials relevant to your own research question. It will be part of your learning process to figure what sources to read and where to find them (always with my and your peers' advice and tips, of course).

### Required readings

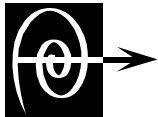
With two exceptions, the assigned readings are all available on our Learn@UW website. The exceptions are:

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> ed., rev. by Wayne C. Booth et al. (Chicago: University of Chicago Press, 2013). The 7<sup>th</sup> ed. is an acceptable substitution, but not earlier editions.
- Manfred Steger, *Globalization: A Very Short Introduction*, 3<sup>rd</sup> ed. (Oxford and New York: Oxford University Press, 2013). First or second editions are okay, too, unless your research interests lie in the very recent past.

These books are available for purchase in paperback at local bookstores and should be on reserve at College Library. Note that Turabian's *A Manual for Writers* is also available in a Kindle edition online. You will consult this book *repeatedly* during the semester, but get your own copy, if at all possible.

**Recommended readings:** The following, in my view, are “must” reading for every college student. If you haven't already read them, I urge you to do so. They are on reserve at College Library and are also available as recommended reading in local bookstores:

- Strunk, William, Jr., and E. G. White. *The Elements of Style* – any recent edition. (The 1918 edition is also available online at <http://www.bartleby.com/141/>.)
- Browne, M. Neil, and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. – any recent edition.
- Fish, Stanley. *How to Write a Sentence: And How to Read One*. New York: HarperCollins, 2011.



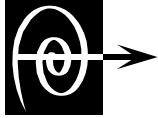
### Finding sources for your project

In principle, the availability of sources in the library and, increasingly, on the internet is virtually unlimited, but finding the right sources—ones that will help you to answer *your* research *question*—requires a lot of work and creative searching (in other words, bibliographic skill). In the first two weeks, I will hand out guides to finding primary and secondary sources that will help you to get started.

Also very valuable are workshops on finding primary and secondary sources that Memorial Library staff offer. You are **required to attend** one of the following sessions (all are 6:00-7:00 p.m. in Memorial Library Room 231):

- Tuesday, Sept. 17<sup>th</sup> – try to attend this first one!
- Wednesday, Sept. 25<sup>th</sup>
- Monday, Sept. 30<sup>th</sup>

As a rule, you will also need to dig around (a lot!) on your own – so be prepared for that. But you should always feel free to ask me for guidance at any time.



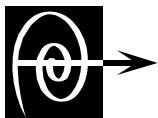
## Note-taking

To organize your bibliography (and possibly your notes), consider using software such as Zotero ([www.zotero.org](http://www.zotero.org)), an open-source (free) software that works inside of the Firefox web browser or as a stand-alone product. With Zotero, you will need to backup your "library," but the program is especially web-friendly and also enables one to make Notes records that are linked to the bibliography records. Also, you can use Zotero to *generate* the footnotes as well as the bibliography for your paper.

From the outset, you should develop the habit of keeping *careful notes* on:

- the bibliographic searches that you have done,
- questions you need to answer,
- sources you need to find,
- what you've found in your sources, and
- ideas about how to organize your paper or what your conclusions might be.

You can do this on paper, but, if you are so inclined, consider making use of a blog—which you can keep entirely private or share with me, friends, or family members, as you choose. If you create a blog for your research project and would like me to read it (as often as time permits), email me your blog link.



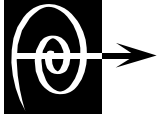
## Grades

Your seminar grade will be comprised of the following elements:

Participation (attendance, preparation, discussion, research and reading assignments)	30%
Research proposal	10%
Bibliography of primary and secondary sources	10%
Detailed outline of your paper	10%
Final paper	40%

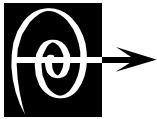
Although I have listed these as separate elements, be aware that they are highly interdependent. Regular participation is mandatory (hence, no absences!). And the more fulsome your participation, the easier it will be to

produce an excellent bibliography, research proposal, etc. The better your bibliography, the easier it will be to write your research proposal. And so on, all the way through to your final paper. In other words, success in the earlier stages of the process will redound to the benefit of your final paper.



### Academic Honesty

It is your responsibility to know what constitutes “plagiarism”—using the work of others without full and proper attribution (aka “theft” in a capitalist society). For a refresher, including on inadvertent plagiarism, read *A Manual for Writers*, pp. 77-80, and consult <http://www.plagiarism.org>. The penalty for plagiarism in this course is a grade of “F” for the semester, and all cases will be reported to the Dean of Students for possible further action.



### Bias-Free Learning

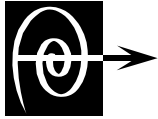
I am committed to creating and maintaining a bias-free learning environment that allows each of you to do your best work. Please note carefully the following excerpt from UW policies:

*The University of Wisconsin-Madison, in accordance with the laws of the State of Wisconsin, seeks to protect its students from discrimination. S. 36.12 of the Wisconsin Statutes reads in part: No student may be denied admission to, participation in or the benefits of, or [be] discriminated against in any service, program, course, or facility of the (UW) system or its institutions or centers because of a the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.*

If religious obligations should conflict with the assignments, please be sure to give me or your teaching assistant advance notice. If you are a McBurney student, please talk with me early in the semester.

If you have any questions or concerns about this policy, please don't hesitate to bring them to me or to the Dean of Students in the [Division of Student Life](#). For more information on the university's policies, contact UW-Madison's [Office for Equity and Diversity](#), 179A Bascom Hall, 500 Lincoln Drive, Madison, WI 53706; (608) 263-2378.

**Semester schedule – see next page.**



## Semester schedule

Note that the details are subject to change, as circumstance warrant—though only after collective discussion and agreement in seminar.

SEPTEMBER 4

Introductions, orientation.

SEPTEMBER 11

Readings for discussion

- *A Manual for Writers*
  - Front matter, chapters 1-4 and 14.
- Manfred Steger, *Globalization: A Very Short Introduction*, 3<sup>rd</sup> ed. (Oxford and New York: Oxford University Press, 2013), complete.

SEPTEMBER 18

Brief presentations of research topics; discussion of assigned reading  
Research assignment #1 is **due in seminar**: – results of your search of newspapers for keywords related to your tentative research question. (Instructions will be handed out in seminar on Sept. 11.)

Assigned readings:

- *A Manual for Writers*, read the rest of Part I (chs. 6-13) and familiarize yourself with Parts II and III.

And a first taste of readings on globalization:

- Bell, Duncan S. A. "Review: History and Globalization: Reflections on Temporality." *International Affairs (Royal Institute of International Affairs 1944-)* 79, no. 4 (2003): 801-814.
- Carlos, Ann M. and Frank D. Lewis. "Marketing in the Land of Hudson's Bay: Indian Consumers and the Hudson's Bay Company, 1670-1770." *Enterprise & Society* 3, (2002): 285-317.
- Frank, Caroline. *Objectifying China, Imagining America: Chinese Commodities in Early America*. Chicago: University of Chicago Press, 2011. Pp. 97-142 (ch. 3, "Islands of Illicit Refinement: Bohia and Chaney for the Northern Plantations").
- Riello, Giorgio. *Cotton: The Fabric that Made the Modern World*. Cambridge: Cambridge University Press, 2013). Pp. 264-287 (Ch. 12, "Global Outcomes: The West and the New Cotton System").
- Tyrrell, Ian. *Transnational Nation: United States History in Global Perspective since 1789*. Basingstoke: Palgrave Macmillan, 2007. Pp. 52-64, 94-117 (ch. 4, "People in Motion: Nineteenth-Century Migration Experiences," and ch. 8, "How Culture Travelled: Going Abroad, c. 1865-1914").

**SEPTEMBER 25**

Discussion of assigned readings

**Research assignment #2 is due in our Learn@UW Dropbox by noon, Tuesday, September 24:** In one sentence per reading below, try to capture (summarize) the author's main point.

A second taste of readings on globalization:

- Rosenberg, Emily S. *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy, 1900-1930*. Durham and London: Duke University Press, 2003. Pp. 1-96 (Introduction, chs. 1-3).
- Nye, David E. *America's Assembly Line*. Cambridge, Mass.: The MIT Press, 2013. Pp. 67-95 (ch. 4, "Export").
- Levinson, Marc. "Container Shipping and the Decline of New York, 1955-1975." *Business History Review* 80 (Spring 2006): 59-80.
- Lichtenstein, Nelson. "Supply Chains, Workers' Chains, and the New World of Retail Supremacy." *Labor: Studies in Working Class History of the Americas* 4, no. 1 (Spring 2007): 17-31.

**OCTOBER 2**

Brief, informal presentations + collective brain-storming about refining research questions and finding appropriate sources

**Research assignment #3 is due in seminar:** report on statistical data (e.g., from *Historical Statistics of the United States—Millennial Edition* [online via MadCat]) relevant to your prospective research question (instructions will be handed out in seminar on Sept. 25).

**OCTOBER 9**

Oral presentations of research proposals, followed by feedback from seminar members. Come prepared to:

- Articulate your research question as clearly as possible,
- Report on the answers available (or not) in the existing (secondary) literature, and
- Discuss your most likely primary sources.

You will need to present your project in about five minutes, so I encourage you to bring a handout that summarize these points. This will leave approximately three minutes for questions or suggestions from the other seminar members, who, therefore, must listen alertly and attentively. Prof. D. will serve as timekeeper. Use your presentation and feedback as a basis for the brief research proposal that is due next week.

**OCTOBER 16**

Discussion of the drafting process

**Due in our Learn@UW Dropbox by noon on Tuesday, Oct. 15:** Brief research proposal. (Instructions will be handed out in seminar on Oct. 9.)

Preparation for seminar:

- Review *A Manual for Writers*, chs. 6-8
- Read all research proposals

**OCTOBER 23**

Workshop – presentation of primary sources

**Bring to seminar:** 15 copies of one key page from your best primary source. Prepare to explain (in no more than five minutes) its significance for your research question.

**OCTOBER 30**

Workshop – presentation of bibliographies

**Due in our Learn@UW Dropbox by noon on Tuesday, Oct. 29:** a bibliography of your *best* primary and secondary sources. Note:

- The number of sources will vary, depending on your topic and sources, but, in general, aim for at least six of each.
- Organize them into at least two sections with the headings Primary Sources and Secondary Sources.
- Be sure to follow carefully the bibliographic models in *A Manual for Writers*, Part II. Note that spacing and punctuation, here and elsewhere, matter—when they are wrong, they create "static" that distracts your reader and, therefore, diminishes the effective of your work.

**NOVEMBER 6**

No meeting this week. **Upload** a draft of your **detailed outline** (see below) to our **Learn@UW Dropbox** by **noon on Nov. 6**. Begin drafting your paper, reviewing *A Manual for Writers* as needed.

**Instructions** for preparing a detailed outline of your paper (approx. five pages):

- Produce a formal outline (e.g., of the Roman numeral type – II.B.3, etc.).
- Make it a "point-based" rather than a "topic-based" outline—that is, describe (as best you can) the substantive points that you expect to make in each section, rather than merely the topics that you will cover.
- Organize it into four or five main sections (including Introduction and Conclusion).
- Within each section, aim for at least one line per envisioned paragraph.



- Provide as many indications as possible of the evidence that you will marshal to make your points.
- Scrutinize your outline for flow, and then revise it to ensure that it flows smoothly in an orderly, logical manner from one topic to the next.

**NOVEMBER 13** Individual conferences in my office (5109 Humanities). Come prepared to discuss your bibliography and outline and to update me on your paper draft (which should be in progress).

**NOVEMBER 20** Workshop – presentation of status updates; discussion of the drafting process.

Continue working hard on your paper draft. This time of the semester is when **your self-motivation must be at its peak!**

**NOVEMBER 27** No meeting this week – have a good Thanksgiving break (but work hard on your paper draft!)

**DECEMBER 4** Presentations (7 students) and constructive critiques (7 students)

Reading:

- *A Manual for Writers*, ch. 13.

**Students who present this week:** Upload your paper draft to our dropbox by **midnight, Sunday, December 1**. Your draft should be approx.. 3,000-5,000 words in length and should be *polished* (not a data dump!), complete with footnotes and bibliography.

**Students who do not present this week:** I will assign you the draft of one of your peers to read closely (be sure to set aside time for this on Monday or Tuesday); come to seminar prepared to offer constructive criticisms and suggestions (three to five minutes).

**All students:** browse *all* paper drafts, read those that are closest to your own research interests, and come prepared to participate in the discussion of each.

**DECEMBER 11** Presentations (7 students) and constructive critiques (7 students)

Same procedures as last week—drafts to be **uploaded by midnight, Sunday, December 8**.

**DECEMBER 18** **Final, revised papers** are due – place a paper copy in my mailbox (#5005) by noon today.