

HISTORY 900 – INTRO TO HISTORY FOR U.S. HISTORIANS – FALL 2012

Department of History, University of Wisconsin-Madison

ESSENTIAL DETAILS

This seminar meets on Wednesdays, 1:20-3:20 pm, in 5257 Mosse Humanities Bldg.

Prof. Dunlavy's contact information – office, 5109 Mosse Humanities Bldg.; mailbox #5005; tel. (608) 263-1854 or (608) 770-0398 (cell, text ok); cdunlavy@wisc.edu or prof.dunlavy@gmail.com

Office hours: Wednesdays – see schedule (a bit complicated this semester)

GOALS OF THIS COURSE

The faculty in U.S. history created this course with three goals in mind:

- To provide a forum in which incoming U.S. students – yourselves – can become better acquainted with each other.
- To introduce you to U.S. faculty at the outset of your graduate career. Most weeks, a member of the U.S. faculty will visit our seminar to discuss recent developments in her/his field(s) of expertise. These visits will usually take place during the second hour of seminar.
- To give you a common grounding in certain essentials of the profession as you embark on your graduate career.

The interpretation of the latter goal has varied somewhat from year to year, depending on who has taught the course. This year, after an initial, introductory reading on the contemporary profession of history, the seminar begins with historiography—the history of writing about U.S. history—since the late nineteenth century, a subject that has enjoyed something of a renaissance in the last decade or so and that will encourage us to reflect on what it is that historians do, how it has changed over time, and how it might be transformed in the future. We will go on to explore essential conceptual tools for historians (detecting modernization theory, thinking about power), the challenges of internationalizing U.S. history, the digital future of history, professional issues such as the education of historians and professional ethics, and the research process (culminating in a research proposal).

READINGS AND WRITING ASSIGNMENTS

The assigned reading is heavier in the first weeks of the semester and then eases a bit. In the last weeks of the semester, you will work principally on your own research proposals, which

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will also entail a lot of reading, though self-selected. The books listed below—more or less in the order that we will read them—are available for purchase in local bookstores and have been placed on reserve at UW libraries.

Four assignments are required over the course of the semester. The first is a review essay, in which you reflect on the overall implications of our historiographical reading and a handful of primary sources that we will select collectively. The second and third are reports focusing on your field of history, the first on the history and current status of transnational approaches to your field and the second on digital/online resources. The final project, due at the end of the semester, is a research proposal. Our focus in the proposal will be principally on the *form* that an outstanding proposal should take, although you should treat this as an opportunity to explore in a preliminary way a question that you are considering for future research. I encourage you to consult with your advisor on the substance of your project as you craft the proposal.

Assigned books

These should be available for purchase in local bookstores and have been placed on reserve at UW libraries. (Note that the citations are not in bibliography form! – just a syllabus convention, I guess, to use footnote form.)

- James M. Banner, Jr., *Being a Historian: An Introduction to the Professional World of History* (Cambridge: Cambridge University Press, 2012).
- Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).
- Ian Tyrrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).
- Steven Lukes, *Power: A Radical View*, 2d ed. (New York: Palgrave Macmillan, 2005).
- Organization of American Historians, *America on the World Stage: A Global Approach to U.S. History*, eds. Gary W. Reichard and Ted Dickson (Urbana: University of Illinois Press, 2008).
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, rev. by Wayne C. Booth, Gregory G. Columb, Joseph M. Williams and the University of Chicago Press Editorial Staff, 7th ed. (Chicago: University of Chicago Press, 2007). *Make sure it's this edition!*

Shorter assigned readings will be available on Learn@UW or elsewhere on the internet. #

Other useful works to know about

These are on reserve, non-circulating, or available as electronic resources at UW libraries:

- M. Neil Browne, *Asking the Right Questions: A Guide to Critical Thinking*, 8th ed. (Upper Saddle River, N.J: Pearson Prentice Hall, 2007). *Or a recent edition.*
- William Strunk and E. B. White, *The Elements of Style* (New York: Penguin Press, 2007). *Yes, the "Strunk and White" – always worth a close read or re-read. Any recent edition will do.*
- Stanley Fish, *How to Write a Sentence: And How to Read One* (New York: Harper, 2011).
- Richard B. Morris and Jeffrey B. Morris, *Encyclopedia of American History*, 7th ed. (New York: HarperCollins Publishers, 1996). *Useful if you need to check on events, persons, etc. Also, look for specialized encyclopedias in your field of interest.*
- Paul S. Boyer, ed., *The Oxford Companion to United States History* (New York: Oxford University Press, 2001). *In-depth treatment of events, topics, and personages.*
- Gary B. Nash, gen. ed., *Encyclopedia of American History*, 11 vols. (New York: Facts on File, 2003). *"Offering 11 volumes and about 3,500 entries, this comprehensive set follows the congressional-mandated National Standards for United States History -- a project coedited by the editor of this encyclopedia. Each of the first 10 volumes covers a different period in American history with an alphabetical list of entries. A chronology of important events for that period, reprints of important documents, and an index specific to each volume are included. The last volume includes a comprehensive index."--"The Top 20 Reference Titles of the Year," American Libraries, May 2004.*

Here are some good complements to our historiographical readings, if you would like to dig deeper:

- James M. Banner, Jr., and John R. Gillis, eds., *Becoming Historians* (Chicago: University of Chicago Press, 2009). *Memoirs by leading historians.*
- Ernst Breisach, ed., *Historiography: Ancient, Medieval, & Modern*, 3rd ed. (Chicago: University of Chicago Press, 2007).
- Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge: Harvard University Press, 1998). *Interesting on several levels.*
- Successive editions of a collection of essays on the periods and fields of U.S. history:
 - Eric Foner, ed., for the American Historical Association, *The New American History* Philadelphia: Temple University Press, 1990).
 - — — —, *The New American History*, rev. and expanded ed. (Philadelphia: Temple University Press, 1997).
 - Eric Foner and Lisa McGirr, eds. for the American Historical Association, *American History Now* (Philadelphia: Temple University Press, 2011).
- James M. Banner, Jr., ed., *A Century of American Historiography* (Boston: Bedford/St. Martin's, 2010).

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- More on transnational history:
 - Thomas Bender, ed., *Rethinking American History in a Global Age* (Berkeley: University of California Press, 2002).
 - Thomas Bender, *A Nation Among Nations: America's Place in World History* (New York: Hill and Wang, 2006).
 - Marcus Gräser, "World History in a Nation-State: The Transnational Disposition in Historical Writing in the United States," *Journal of American History*, vol. 95, no. 4 (March 2009): 1038–1052.

REQUIREMENTS AND GRADING

To do well in this course, you need to:

- come to seminar every week (attendance is mandatory – that's routine in graduate school);
- post weekly reflections or questions on our Learn@UW website (by 9 am on Wed.);
- come prepared to discuss the reading assignments in depth, which means reading *actively* and bringing your own questions to our collective discussion; and,
- for the paper assignments, think *hard* and express the fruits of your intellectual work coherently and engagingly in written form.

In the first part of the semester, each of you, working with a partner, will take responsibility for launching discussion of the week's assigned readings.

Grades will be based on participation, i.e., attendance (need I say!), posted reflections, contributions to discussion (30%), the review essay (15%), reports on transnational approaches and digital resources in your field (15% each), and your research proposal (25%).

SCHEDULE OF LECTURES, SECTIONS, AND READINGS

NOTE: Most seminar meetings will be divided into two parts. In the first part, we will discuss assigned readings and other matters; in the second part, one or more members of our faculty will join us to discuss the current state of their field or their research. The roster of faculty visits may change, as circumstances require.

September 5

Introductions

September 12

Discussion of assigned reading:

- James M. Banner, Jr., *Being a Historian: An Introduction to the Professional World of History* (Cambridge: Cambridge University Press, 2012).

Also highly recommended:

- William Cronon, “Getting Ready to Do History,” *Carnegie Essays on the Doctorate* (2004). *On Learn@UW*.

September 19

1:20 pm-2:20 pm – Discussion of assigned reading:

- Ellen Fitzpatrick, *History’s Memory: Writing America’s Past, 1880-1980* (Cambridge, Mass.: Harvard University Press, 2002).

2:20 pm-3:20 pm – Prof. Brenda Gayle Plummer, History/Afro-American Studies (Afro-American, 20th century U.S., race, and history of foreign relations)

September 26

1:20 pm-2:20 pm – Discussion of assigned reading:

- Ian Tyrrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).

2:20 pm-3:20 pm – Prof. Colleen Dunlavy, History (history of capitalism, comparative history)

October 3

1:20 pm-2:20 pm – Discussion of a sample of primary sources from the preceding readings, chosen collectively. These are available on Learn@UW. Our selections this semester:

- Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893) – on Learn@UW as a Google Books link to Turner, *The Frontier in American History* (New York: Henry Holt and Co., 1921). The essay is reprinted on pp. 1-38.
- James Harvey Robinson, "The New History," *Proceedings of the American Philosophical Society* 50:199 (May-Aug. 1911): 179-190.
- Charles A. Beard, "Some Economic Origins of Jeffersonian Democracy," *American Historical Review* 19:2 (January 1914): 282-298.
- Angie Debo, "Southern Refugees of the Cherokee Nation," *Southwestern Historical Quarterly* 35:4 (April 1932): 255-266.
- Caroline Ware, "Introduction," *The Cultural Approach to American History*, ed. idem for the American Historical Association (New York: Columbia University Press, 1940), 3-16.
- John Higham, "The Cult of the 'American Consensus': Homogenizing Our History," in *The Shaping of Twentieth-Century American: Interpretive Essays*, eds. Richard M. Abrams and Lawrence W. Levine (Boston: Little, Brown and Co., 1971), 699-709. Reprinted from *Commentary* (February 1959).
- Recommended reading (entirely optional) on the 1950s in U.S. historiography
 - Conyers Read, "The Social Responsibilities of the Historian," *American Historical Review* 55:2 (January 1950): 275-285.
 - Merle Curti, "The Democratic Theme in American Historical Literature," *Mississippi Valley Historical Review* 39:1 (June 1952): 3-28.

2:20 pm-3:20 pm – Prof. William Reese, History/Educational Policy Studies (history of American and European education, reform movements in American history)

October 10

1:20 pm-2:20 pm – No assigned reading. Come prepared to share your insights on what we have learned about the history of writing U.S. history.

Assignment due: review essay (ca. 8-10 pp.), based on the preceding readings.

2:20 pm-3:20 pm – Prof. Nan Enstad, History (women's 20th c., popular culture)

October 17

1:20 pm-2:20 pm – Prof. William Cronon, History/Geography/Environmental Studies (environmental history, history of the American West, historical geography), and Prof. Gregg Mitman, History of Science/Medical History/Environmental Studies (history of ecology, environment and health, 20th century life sciences, science in America, science and film)

2:20 pm-3:20 pm – Essential conceptual tools for detecting modernization theory and thinking about power. Assigned readings:

- Nils Gilman, *Mandarins of the Future: Modernization Theory in Cold War America* (Baltimore: Johns Hopkins University Press, 2003), chs. 1-3 (pp. 1-112). *Digital copy on Learn@UW.*
- Steven Lukes, *Power: A Radical View*, 2d ed. (New York: Palgrave Macmillan, 2005). *Available at local bookstores and on reserve. The first part of this edition is the original book published in 1974; the second offers Lukes' response to critics and his own rethinking. It can be challenging reading for historians, since the author is a political and social theorist, but it will repay the effort.*
- Recommended reading (primary sources—entirely optional)
 - *The Social Sciences in Historical Study: A Report of the Committee on Historiography*, Bulletin 64, Social Science Research Council, 1954, 1-33. *Digital copy on Learn@UW.*
 - Clark Kerr et al., *Industrialism and Industrial Man: The Problems of Labor and Management in Economic Growth* (Cambridge: Harvard University Press, 1960), 1-46. *Digital copy on Learn@UW (and multiple copies in UW libraries).*

October 24

1:20 pm-2:20 pm – Transnational approaches to U.S. history. Assigned reading:

- Organization of American Historians, *America on the World Stage: A Global Approach to U.S. History*, eds. Gary W. Reichard and Ted Dickson (Urbana: University of Illinois Press, 2008) – *read the entire book quickly, focusing on the chapters most relevant to your interests.*

Assignment due: report (ca. 5 pp.) on transnational approaches in your field of interest

2:20 pm-3:20 pm – Prof. Cindy I-Fen Cheng, History/Asian-American Studies (U.S. cold war culture, Asian American history and culture, American Studies within a transnational framework, discourses on citizenship).

October 31

1:20 pm-2:20 pm – The research process. Assigned reading:

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, rev. by Wayne C. Booth, Gregory G. Columb, Joseph M. Williams and the University of Chicago Press Editorial Staff, 7th ed. (Chicago: University of Chicago Press, 2007). Be sure to get this edition; it differs substantially from earlier editions.

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- Adam Przeworski and Frank Salomon, *On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions*. Social Science Research Council, 1995. On Learn@UW and [available online](#).

2:20 pm-3:20 pm – Prof. Camille Guérin-Gonzales, History/ Chican@ and Latin@ Studies (U.S. labor and immigration in comparative, transnational, and interdisciplinary perspectives)

November 7

1:20 pm-2:20 pm – The future of digital history: joining us for discussion will be professors William Cronon and Gregg Mitman (see Oct. 17) and grad students Adam Mandelman (Geography) and Brian Hamilton (History). Your assignment, due today, is a report on digital (re)sources in your field of interest—designed to help you get (and keep) a grip on a rapidly expanding universe.

Assigned reading (all linked on Learn@UW):

- “Interchange: The Promise of Digital History,” *Journal of American History* 95 (September 2008).
- Familiarize yourself with these websites :
 - Digital History Reader: <http://www.dhr.history.vt.edu/>
 - History Matters: <http://historymatters.gmu.edu/>
 - DoHistory (case study of Martha Ballard): <http://dohistory.org/>
 - Railroads and the Making of Modern America (GIS-based): <http://railroads.unl.edu/>
 - The Valley of the Shadow (path-breaking in its day): <http://valley.lib.virginia.edu/>
 - American Memory – Library of Congress: <http://memory.loc.gov/ammem/index.html>
 - Learning to Do Historical Research: <http://www.williamcronon.net/researching/>
 - History News Network: <http://hnn.us/>
- Google search: [digital history](#)

2:20 pm-3:20 pm – Prof. Tony Michels, History/Jewish Studies (American Jewish history, Yiddish culture, Russian Jewish history, socialism, working-class history, and nationalism)

November 14

1:20 pm-2:20 pm – Professional standards and ethics, approached historically. Assigned readings:

- American Association of University Professional, Statement on Professional Ethics, draft ca. April 1966. Available on Learn@UW.
- George M. Schurr, "Toward a Code of Ethics for Academics," *Journal of Higher Education* 53 (May-June 1982): 318-334. Available on JSTOR and on Learn@UW.
- Daniel Callahan, "Should There Be an Academic Code of Ethics?," *Journal of Higher Education* 53 (May-June 1982): 335-344. Available on JSTOR and on Learn@UW.
- American Association of University Professionals, "Statement on Professional Ethics," (2009), at <http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm> .
- American Historical Association, *Statement on Standards of Professional Conduct* (2011), at <http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>.
- Christine Rosen, "It's Not Theft, It's Pastiche," *Wall Street Journal (WSJ.com)*, April 16, 2009. Available on Learn@UW.

2:20 pm-3:20 pm – Prof. John W. Hall, History (Native American, early American history, ethnohistorical examination of military conflict and cooperation between the Native peoples of North America and European colonial powers)

November 21

No class meeting.

Assignment due: report on digital resources in your field.

Push ahead with your research proposal.

November 28

1:20 pm-2:20 pm – Educating historians, approached historically. Assigned readings:

- Ephraim Emerton, "The Requirements for the Historical Doctorate in America," *American Historical Association Annual Report* (1893). Online at <http://www.historians.org/projects/cge/Related/Emerton.htm> .
- Dexter Perkins et al., *The Education of Historians in the United States* (New York: McGraw-Hill, 1962). Online at http://www.historians.org/projects/cge/1962/EducationofHistorians_TOC.htm . Browse, but be sure to read chs. 6-10.

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- Thomas Bender, Philip M. Katz, Colin Palmer, *The Education of Historians for the Twenty-first Century* (Urbana: University of Illinois Press for the American Historical Association, 2004). Online at <http://www.historians.org/projects/cge/2004/Report/index.html> . Browse, but be sure to read Part 1: Report and Recommendations.

2:20 pm-3:20 pm – no visitor; brief, preliminary presentations on your research proposals.

December 5

1:20 pm-2:20 pm – Workshop-style presentation of research proposals. Assigned reading:

- Selections from Stephen J. Pyne, *Voice and Vision: A Guide to Writing History and Other Serious Nonfiction* (Cambridge: Harvard University Press, 2009).

2:20 pm-3:20 pm – Prof. Susan Johnson, *History* (North American West; borderlands; 19th- and 20th-century U.S.; histories of race, ethnicity, and indigeneity; histories of Desire)

December 12

11:00 a.m.-1:00 p.m. – Workshop-style presentation of research proposals

December 19 (finals week)

Research proposals are due (ca. 10-12 pp.) in the dropbox (or by email, if you prefer).