History 600-001, Fall 2019
Tuesdays and Thursdays 2:00pm to 3:15pm (Holton Hall 341)

Instructor: Dr. Marcus Filippello (filippem@uwm.edu)
Office: Holton 346
Office Hours: Tuesdays 9:30 to 10:30am and Thursdays 12:30 to 1:30pm

People You Have (Probably) Never Heard Of: A Global History

Who hasn’t heard of George Washington, Ho Chi Minh, Queen Elizabeth II, or Nelson Mandela? What about Mahatma Gandhi, Martin Luther King Jr., or Rosa Parks? Madonna, Paul McCartney, Martin Scorsese, Spike Lee? Do those names ring a bell? Or Al Caputo or Adolf Hitler? A list of well known historical figures could go on and on. We often conceive of those above as influential or groundbreaking, as revolutionaries and heroes, or even crooks and villains. What about Kas Maine, Domingos Àlvares, Abina Mensah, or Maria Barbara Knoll? Have you heard of them? They were sharecroppers, enslaved peoples, and religious missionaries. They also did not leave many traces of their lives in historical records. Yet like their more famous historical counterparts, they played active roles as agents in the making of their own history, and their actions reveal much about the times in which they lived. This course challenges you to identify individuals or groups of people who may not be known well to us now, but whose lives, movements, and decisions offer new insights into a complex global past.

Since this course functions as a capstone for history majors, you will identify and analyze primary documents of your choosing and complete an approximately 5,000-word final research paper on an individual or group of people that you can situate into a category similar to the one described above. We will devote class time to developing a sense of scholarly debates based on the assigned readings, work on harnessing a better understanding of complex historical processes, spend time discussing research trajectories, explore new methods of conducting research, and cultivating your ability to write historically. Completing the research paper over five stages constitutes the primary goal of the class. You will also be required to turn in short (250- to 500-word typed) summaries of assigned readings. You will likewise make two brief class presentations: one on the primary sources you have identified for your project and the other on your final papers. The first will consist of a five-minute presentation that outlines the narrative scope of your project based on your primary documents. The second will entail a ten-minute presentation that outlines the nature of your project, offers analysis, and demonstrates your ability to make a historical argument.
**Required books (available at UWM.ecampus.com):**


**Note:** I have placed the required book on reserves in the library. There are a number of other required readings, however, for this class. I have posted the remainder—a selection of book chapters—on the course Canvas site.

**Course Requirements and Grading:**

1.) Seven short writing assignments that assess secondary source readings. Each assignment constitutes 3% of your overall grade — (21%)

2.) First component of the class research project/writing assignment (see attached guidelines) due September 19th — (4%)

3.) Second component of the class research project/writing assignment (see attached guidelines) due October 3rd — (5%)

4.) Third component of the class research project/writing assignment (see attached guidelines) due November 5th — (10%)

5.) Fourth component of the class research project/writing assignment (see attached guidelines) due November 19th — (10%)

6.) Final component of the class research project/writing assignment (see attached guidelines) due December 5th — (30%)

7.) Two in-class presentations on your projects. Each presentation constitutes 5% of your overall grade — (10%)

8.) Participation — (10%)

**Grading Scale:**

A=100-93; A-=92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-=72-70; D+=69-67; D=66-63; D-=62-60; F=59-0

**Course Expectations:**

- Reading is a necessary element of this class. Comprehension and writing cannot flow without reading the material. You must read all the assigned readings for each week. You should read carefully, placing emphasis on the individuals described therein, various themes, and historical change. If you have any difficulty completing or understanding the readings, please tell me.

- Writing also constitutes an important component of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments.

- Office hours are provided for you to raise questions and discuss class materials and your individual projects. They also provide me with an opportunity to assess your progress in the class and suggest improvement.

- The course will be available online on Canvas. Please visit the site regularly for updates to the syllabus and information about assignments.
This is a three-credit course. As such, I expect students to devote an average of 9 hours per week (135 hours over the course of what amounts to 15 weeks of the semester) attending class, completing assigned readings, and working on assignments.

Course Policies:

- **Attendance:** Attendance at all classes is mandatory. Likewise, participation constitutes a key component. Please remain attentive and turn off your cell phones. I ask you to be respectful to your classmates and me. Students will receive a 2% reduction in their overall grade for each unexcused absence.
- **Late Assignments:** In general, I do not grant extensions on assignments. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Otherwise, all assignments must be turned in on time. **Please note that I will not accept late assignments.**
- **Safety Policies:** The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other and me with dignity and respect at all times.
- **Make-up Policies:** Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.
- **Incomplete Policies:** I generally do not allow students to receive an incomplete grade for this class. I realize, however, there may be circumstances where students might want to request this as an option. Please contact me directly in class, office hours, or by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete grade, you will have one year from the end of the semester to submit/complete remaining required assignments.
- The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf

Other Campus Policies: [http://uwm.edu/secu/syllabus-links/](http://uwm.edu/secu/syllabus-links/)

- **Students with Disabilities:** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: [http://uwm.edu/arc/](http://uwm.edu/arc/)
- **Religious Observances:** Policies regarding accommodations for absences due to religious observance are found at the following: [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)
- **Students Called to Active Military Duty:** For accommodations for absences due to call-up of reserves to active military duty please see: [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/)
Discriminatory Conduct (such as sexual harassment): Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following:
https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

Academic Misconduct: Policies for addressing students cheating on exams or plagiarism can be found at the following:
http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade Appeal Procedures: Procedures for student grade appeal appear at the following: http://www4.uwm.edu/secu/docs/other/S28.htm

Final Examination Policy: Policies regarding final examinations can be found at the following: http://www4.uwm.edu/secu/docs/other/S22.htm

Week One (9/3 and 9/5)

No assigned readings for this week. We will devote class time to making introductions and discussing themes, sources, and expectations.

Week Two (9/10 and 9/12)

9/10:  READING  Selections (on Canvas) from *A Life in the Struggle: Ivory Perry and the Culture of Opposition* by George Lipsitz (published originally in 1988):

- “Introduction: Peace in the Struggle,” pp. 1-14
- “Korea: The Lessons of War,” pp. 39-63
- “Epilogue,” pp. 261-269

AND  Selection (on Canvas) from *The Seed is Mine: The Life of Kas Maine, A South African Sharecropper* by Charles Van Onselen (1996):

- “Introduction,” pp. 3-11

250- to 300-word summary each of (Lipsitz and Van Onselen selections) due on Canvas by 2pm
Week Three (9/17 and 9/19)

9/17:  **READING**  Selection (on Canvas) from *The Two Princes of Calabar: An Eighteenth-Century Odyssey* by Randy J. Sparks (published originally in 2004):

- “Prologue,” pp. 1-9


- “Introduction,” pp. 1-8
- “Dahomey,” pp. 9-26
- “Passages,” pp. 27-52
- “Freedom,” pp. 103-122
- “Obscurity,” pp. 219-233

250- to 300-word summary each of (Sparks and Sweet selections) due on Canvas by 2pm

9/19:  Stage 1 of the research/writing assignment due on Canvas by 2pm (please refer to paper guidelines for expectations)

Week Four (9/24 and 9/26)

9/24:  **READING**  *Abina and the Important Men: A Graphic History* by Trevor Getz (published originally in 2011)

250- to 300-word summary of this week’s readings due on Canvas by 2pm

9/26:  **NOTE:** WE WILL MEET IN LIBRARY ROOM A FOR TODAY’S CLASS

Week Five (10/1 and 10/3)

10/3:  No assigned readings for this week, but please note assignment due below

Stage 2 of the writing assignment due on Canvas by 2pm (please refer to paper guidelines for expectations)
Week Six (10/8 and 10/10)

10/8:  READING  Selections (on Canvas) from *Two Troubled Souls: An Eighteenth Century Couple’s Spiritual Journey in the Atlantic World* by Aaron Spencer Fogleman (2013):

- “Chapter One: Alpine Origins,” pp. 17-29
- “Chapter Five: A Women’s Path into the Atlantic World,” pp. 85-92
- “Chapter Eight: Trouble in Suriname,” pp. 119-146
- “Conclusion: Seekers at Rest in a World They Could Not Change,” pp. 259-260

250- to 300-word summary of this week’s readings due on Canvas by 2pm

Week Seven (10/15 and 10/17)

10/15:  READING  Selections (on Canvas) from *Bengali Harlem and the Lost Histories of South Asian America* by Vivek Bald (published originally in 2012):

- “Introduction: Lost in Migration,” pp. 1-10
- “The Life and Time of a Multiracial Community,” pp. 189-213

250- to 300-word summary of this week’s readings due on Canvas by 2pm

Week Eight (10/22 and 10/24)

10/22:  READING  Selections (on Canvas) from *Born in the GDR: Living in the Shadow of the Wall* by Hester Vaizey (2017):

- “Introduction,” pp. 1-25
- “Carola: Seeing the Contradictions,” pp. 39-56
- “Mario: Feeling the Regime’s Wrath,” pp. 67-92

250- to 300-word summary of this week’s readings due on Canvas by 2pm
**Week Nine (10/29 and 10/31)**

**10/29: READING** Selections (on Canvas) from *Down and Out in Saigon: Stories of the Poor in a Colonial City* by Haydon Cherry (2019):

- “Prologue,” pp. 1-7
- “A Woman Who Ran Away,” pp. 32-53

250- to 300-word summary of this week’s readings due on Canvas by 2pm

**Week Ten (11/5 and 11/7)**

**11/5:** Stage 3 of the writing assignment due on Canvas by 2pm (please refer to paper guidelines for expectations)

**Week Eleven (11/12 and 11/14)**

**11/12 and 11/14:** Student presentations (five-minute presentations on primary sources)

**Week Twelve (11/19 and 11/21)**

**11/19:** Stage 4 of the writing assignment due on Canvas by 2pm (please refer to paper guidelines for expectations)

**11/21:** NOTE: We will not meet as a class (Thursday, 11/21), but I strongly encourage you to devote time to working on your projects

**Week Thirteen (11/26)**

**11/26:** We will not meet as a class (Tuesday, 11/26), but I will hold extended office hours for students who wish to discuss their assignments and final projects

**Week Fourteen (12/3 and 12/5)**

**12/5:** Final stage of the writing assignment due on Canvas by 2pm (please refer to paper guidelines for expectations)

AND

Student presentations (ten-minute presentations on final drafts)
Week Fifteen (12/10 and 12/12)

12/10 and 12/12: Student presentations (ten-minute presentations on final drafts)