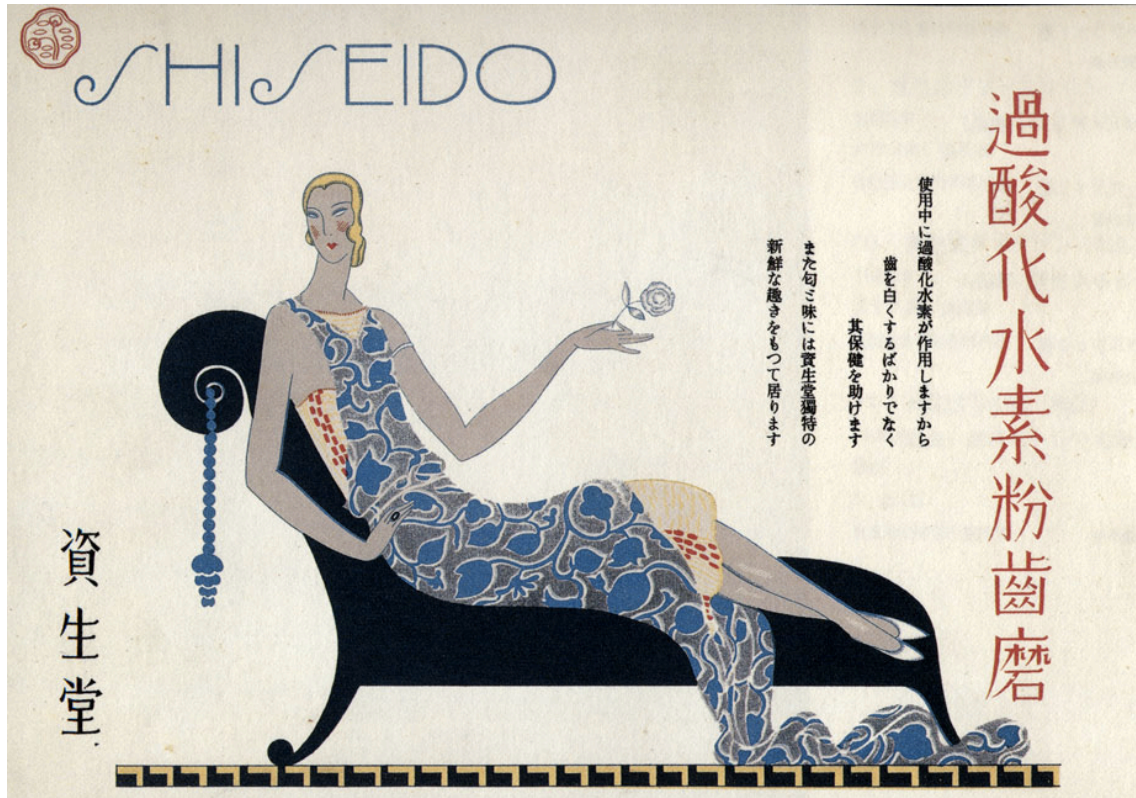


MO5151 Global Times - Plural Places 1

Module Tutors: Konrad Lawson, Steve Murdoch, Jordan Girardin, Dawn Hollis

Fall, 2017



1927, Shiseido Poster

Advertisement for Hydrogen Peroxide Tooth Powder in Japan. From the MIT Visualizing Culture exhibit on Selling Shiseido.

Overview

Alternating 2 Hour Seminar and 1 Hour Surgery Session

MO5151 Global Times - Plural Places 1

(Usually 14-16 Thursdays Fall unless otherwise scheduled by tutor)

Week 1 - **Introduction: Transnational as Spatial History?** - Konrad

Week 2 - Surgery Session - **Konrad**

Week 3 - **Comparisons, Transfers, and Transnational History** - Jordan

Week 4 - Surgery Session - **Konrad**

Week 5 - **Working With Scales in History** - Konrad

Week 6 - *Independent Learning Week*

Essay 1 Due Thu, 19 Oct (1,000 words, historiographical essay)

Week 7 - **Transnational Lives** - Jordan

Week 8 - Surgery Session - **Steve**

Week 9 - **Networks** - **Steve** - Special time: from 12:00-13:00

Week 10 - **Writing Workshop** - Dawn

Week 11 - Surgery Session - **Konrad**

Essay 2 Due Fri, 8 Dec (3,000 words, empirical research essay)

Dates subject to confirmation of tutor

MO5152 Global Times - Plural Places 2

(Usually 14-16 Thursdays Spring unless otherwise scheduled by tutor)

Week 1 - **Thinking Space** - Riccardo

Week 2 - Surgery Session - **Emma**

Week 3 - **Empires and Oceans as Transnational Space** - Emma

Week 4 - Surgery Session - **Emma**

Week 5 - **Global Cities, Global Spaces** - Emma

Week 6 - Surgery Session - **Akhila**

Week 7 - **Empires and the Transnational** - Akhila

Spring Break

Week 8 - Surgery Session - **Riccardo**

Week 9 - **Mental Maps** - Riccardo

Week 10 - Writing Workshop - **Dawn**

Week 11 - Surgery Session - **Konrad**

Essay 3 Due

Full info about MO5152 available in its own handbook

Tutors

All individual module seminars and surgery sessions are in the office of the relevant tutor, unless otherwise directed.

Coordinator: Konrad M. Lawson **Email:** kml8@

Office: St. Katharine's Lodge Room B3

Office Hours: Thursday 16:00-17:00 (please sign up)

All offices are in St. Katharine's Lodge unless otherwise noted

Jordan Girardin - Room 1.15 jg98@

Dawn Hollis - dawn.hollis@

Konrad Lawson - Room B3 kml8@

Steve Murdoch - Room 1.14 sm117@

Spring:

Riccardo Bavaj - Room 2.23 rbflb@

Emma Hart - Room 1.13 efh2@

Akhila Yechury - Room 2.24 ay21@

Description

MO5151 is part of a two-part core component for the MLitt in Transnational and Spatial History and offers a strong foundation in the major approaches to comparative and transnational history as well as the emerging field of spatial history. This first semester introduces the origins of these new ways of looking at the past, as well as some of the major methodological challenges faced. The course then shifts to consider transnational agents, networks, and new approaches to doing history between the micro and macro scales.

Assessment Summary

100% Coursework

Note: Word limits include footnotes but not bibliography.

19 Oct - 1,000 word historiographical essay (25%)

This first short essay should choose a theme or question addressing some aspect of transnational, global, or spatial history. You may take one of three approaches: 1) choose a theme and give an overview of different scholarly approaches to it, making an argument around what you believe is to be a preferred approach, common strengths or weaknesses, or shows promise for new directions. 2) You may focus in on a single key work on a theme and evaluate it in the light of other related scholarship. This must not simply be a book review, this should connect the work actively to other scholarship around your own argument. 3) identify a key concrete example (a context, a location, a set of figures or community, etc.) which has not received much direct scholarly attention and then suggest the various ways that existing scholarship on related questions or comparable contexts might inform research on this particular case. You do not need to do any significant primary source research on the particular case beyond the minimum necessarily to establish the context. You may choose a theme or topic related to, ideally at a more general level, the research for the empirical research essay in order to get you started on it, but you may not, of course, use any of the text of the essay itself for the second essay.

Important: The essay *should make a clear identifiable argument* or answer a clear analytical question and evaluate its argument in the light of other what other historians have to say. Primary sources are not required for this exercise. The assessment is designed as a way to get you to explore a field of scholarship in some depth. You may, if you like, choose a topic that is broadly helpful to you for your research essay in the spring for the core module, or at least indirectly related to topics you may be considering for the masters dissertation.

This essay is most of all a challenge due to its short word limit. One of the skills that is developed in this work is how to write concisely and practice cutting and reshaping an essay. Resist the temptation to make many distinct points, but select a very small set of related points that support a main argument. You are strongly encouraged to go through multiple drafts. This is not a book review, but reading a collection of book reviews or "review essays" in historical journals such as *Past & Present*, *Journal of Global History* etc. or monthly literary journals such as the *London Review of Books*, *New York Review of Books* etc. will give you clues as to how to structure and make arguments with

very limited space. When evaluating scholarship, 5-12 works of scholarship is probably a good range to aim for, depending on the depth of your engagement with the sources in the essay. A few questions to ask yourself as you write this:

- Do I have a clearly identifiable and falsifiable argument or answer an analytic question?
- Have I gone beyond mentioning other scholarship to draw out and evaluate specific arguments of other historical scholarship related to my point
- Have I focused in on a small number of key points rather than making many less well-developed points?
- Have I gone over the essay and cut all sentences which are not essential for the argument or the set up, and made use of the space allowed to strengthen and develop specific points or the general argument as much as possible?

8 Dec - 3,000 word empirical research essay (75%)

This essay should apply what you have learned so far and explore a question or theme related to transnational, global, or spatial history but do so empirically, that is, make use of historical primary sources to develop and argument about a particular case or answer a more focused analytical question. It should, of course, engage with existing historiography but is a chance for you to practice the skills of conducting your own original research on an area of transnational global, or spatial history. Please look to historical journals for examples of how journal articles focus in on a particular case and develop an argument around it. Again, however, the limited space you have for this essay makes it essential that you use your space wisely, choose a focus that allows you to develop points in depth, and not try to do too many different things in your essay.

You may wish to choose a topic that is related but not directly on the main area of interest for your dissertation, but keep in mind that you will not be able to reuse parts of this essay in that future work. You should ideally be spending at least a part of every week from the beginning of the semester evaluating potential sources and topics for this essay, and especially from the independent learning week on you should devote a significant proportion of your time to working on this essay.

- Do I have a clearly identifiable, falsifiable, and non-trivial argument or answer an analytic question that takes an original approach, explores new sources, or goes beyond simply restating or summarising the existing scholarship?
- Have I chosen a scope that is manageable for a short research essay of this kind, allowing me to explore concrete points in sufficient detail to make an original and well-developed contribution?
- Have I taken a critical and sceptical approach to my sources, using them effectively to support my arguments, but also recognising their limitations and possible weaknesses.
- Have I acknowledged and engaged directly with some of the existing scholarship on this topic or most closely related topic in a way that sets my own work apart from it or identifies the inspiration for my own approach.
- Have I cited with footnotes all claims that are not a well-known and general historical fact?
- Does the essay avoid long quotations from secondary works whenever possible? Do I instead summarise, without plagiarising, and cite the work of secondary work except when the particular wording or language is key to the argument I wish to make?
- Does the essay have a clear conclusion which restates the main points and then makes some effort to contextualise the findings in the broader issues of the course?

MO5152 Spring:

More information on the spring semester can be found in the spring handbook

4,000 empirical research essay - The second semester has a single research essay which is slightly longer than the fall, but should reflect your developing writing and research skills.

Assignments

Your essays should meet the following requirements:

Headers and Formatting

At the top of all your written work or on a cover page, please include:

- The date of submission
- The assignment you are submitting (e.g. Historiographical Essay, Empirical Research Essay, etc.)
- Your student number
- A title for your essay
- The total number of words including footnotes (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif font (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. Please note that failure to follow the style sheet can result in penalties on the final mark for the essay.

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS website for the course.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment to the module coordinator, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Late Work

This module follows the official School of History penalties for late work:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes *inter alia* the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

For more information:

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

If you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

Reference Information

Advice and Support for Students

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-and.ac.uk.

Semester Dates

The Semester Dates are available at:

<https://www.st-andrews.ac.uk/semesterdates/>

Marking Scale

We use a 20 point marking scale for your assignments. For more on interpreting the marking scale, see the School of History marking scale for taught Postgraduates:

<https://www.st-andrews.ac.uk/history/infopg/ipgassess.html>

Good Academic Practice

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

<http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September 2014 Updated GAP Guide for Students.pdf>

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module.

Please read the university policy on student absences:

<https://www.st-andrews.ac.uk/students/rules/selfcertification/>

Disability Support

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical condition and much more.

MO5151 Seminars

Our module meets every two weeks since the two 20 credit core modules stretch over an entire year. In between the seminars, however, are “surgery sessions” which are optional meetings of one to two hours in the office indicated of the tutor noted on the overview schedule at the regular hours of our class. Think of this as an extra office hour; a chance to get to know tutors and their research better; share ideas with fellow programme students and the tutor about your writing, or jump start a discussion about the readings for the session ahead. Some tutors may offer more structure.

Note: the writing workshop session is swapped, taking place in week 10 and the surgery session in week 11 in order to allow you more time after the writing workshop to continue work on your empirical essay.

Readings: The key readings are available in our online library databases, ebooks, and in some cases in the “short loan” section of the library. Further readings are often in the library available for checking out. However, please be aware that fellow students in the programme may also wish to read them and consider sharing the books among yourselves after checking them out or leaving them in the library if there is only a single copy.

General Notes on Preparation: Please come to seminar having read at least the “key readings” from week to week. Please be able to say what the main argument of each text was, what examples or case studies it uses to make its argument, and both what your critiques and constructive take away is from the main texts. Consider reading or skimming at least one of the further readings. Always reserve several hours each week to make progress on your assessments and be prepared to talk about your progress on these in class.

Week 1 - Introduction: Transnational as Spatial History? - Konrad

Abstract: This is our opening session. We will talk about the structure of the course, the expectations for the essays, and open with some of the big questions. What are transnational, global, and spatial histories? What brought you to this as a programme? We will explore each of our interests and evaluate where they might potentially fit in this cluster of fields. Our key readings hint at some of the big questions and problems.

Preparation: After tackling the readings, think about your own specific area of interest. What would constitute a global, transnational, or spatial approach to historical problems related to your own area of interest. Do a bit of searching and see if you can identify a work or two that you think might represent this approach and skim it. Be prepared to comment on it when you come to class and if there is extra time we’ll discuss them.

Key Reading:

Middell, Matthias, and Katja Naumann. “Global History and the Spatial Turn: From the Impact of Area Studies to the Study of Critical Junctures of Globalization.” *Journal of Global History* 5, no. 01 (2010): 149–70.

Kiran Klaus Patel, “An Emperor without Clothes ? The Debate about Transnational History Twenty-five Years On”, *Histoire@Politique*, n° 26, mai-août 2015

Clavin, Patricia. “Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts.” *European History Quarterly* 40, no. 4 (October 1, 2010): 624–40.

Putnam, Lara. “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast.” *The American Historical Review* 121, no. 2 (April 1, 2016): 377–402. doi:10.1093/ahr/121.2.377.

Further Reading:

Consider choosing two or three of the following and comparing how the fields of transnational or global history are defined in these works (focus on introductions and conclusions where historiography is discussed):

Iriye, Akira. *Global and Transnational History: The Past, Present, and Future*. Basingstoke: Palgrave Macmillan, 2013.

Saunier, Pierre-Yves. *Transnational History. Theory and History*. Houndmills, Basingstoke: Palgrave Macmillan, 2013.

Simon Macdonald (“Transnational History: a review of past and present scholarship”)(https://www.ucl.ac.uk/centre-transnational-history/objectives/simon_macdonald_tns_review) - for the UCL Centre for Transnational History

Conrad, Sebastian. *What Is Global History?* Reprint edition. S.I.: Princeton University Press, 2017.

Crossley, Pamela Kyle. *What Is Global History?* Cambridge: Polity, 2008.

Moyn, Samuel, and Andrew Sartori. *Global Intellectual History*. Columbia University Press, 2013.

Sachsenmaier, Dominic, ed. *Global Perspectives on Global History: Theories and Approaches in a Connected World*. Cambridge, UK; New York: Cambridge University Press, 2011.

Reflect on the kinds of work being published as part of the [Palgrave Macmillan Transnational History Series](#) - what do they have in common?

- Week 2 surgery week with Konrad

Week 3 - Comparisons, Transfers, and Transnational History - Jordan

Key Readings

C. A. Bayly et al., "AHR Conversation: On Transnational History," *The American Historical Review* 111, no. 5 (December 1, 2006): 1441–1464.

Seigel, Micol. "Beyond Compare: Comparative Method after the Transnational Turn." *Radical History Review* 2005, no. 91 (January 1, 2005): 62–90. doi:10.1215/01636545-2005-91-62.

D. Sachsenmaier, "World History as Ecumenical History?," *Journal of World History* 18, no. 4 (2007): 465–489.

M. Werner and B. Zimmermann, "Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity," *History and Theory* 45 (2006): 30–50.

Patricia Clavin, "Defining Transnationalism", in *Contemporary European History* (Vol. 14, No. 4, Theme Issue: Transnational Communities in European History, 1920-1970, Nov. 2005), pp. 421-439.

Further Reading

Reginer Bittner et al, *Transnationale Räume = Transnational spaces* (Bauhaus, 2007).

Sebastian Conrad, "Enlightenment in Global History: a Historiographical Critique", in *The American Historical Review* (vol. 117, issue 4), pp. 999-1027.

Heinz-Gerhard Haupt and Jürgen Kocka (eds), *Comparative and Transnational History: Central European Approaches and New Perspectives* (Berghahn, 2009).

Akira Iriye & Pierre-Yves Saunier (eds), *The Palgrave Dictionary of Transnational History* (Basingstoke, Palgrave Macmillan, 2009).

Peter Jackson et al, *Transnational Spaces* (London: Routledge 2004).

Ian Tyrrell, *Transnational Nation: United States history in global perspective since 1789* (Basingstoke, Palgrave Macmillan, 2007).

- Week 4 surgery session with Konrad

Week 5 - Working With Scales in History - Konrad

Abstract: Is global history necessarily large or big history? At what level, size and scale can or should global and transnational history be practiced? How and where are global connections and transnational "objects" (people, ideas, commodities) best studied? How can the different levels of analysis and empirical work across borders, countries and cultures be connected? These are some of the main questions we wish to address in this session.

Key Reading

Struck, Bernhard, Kate Ferris, Jacques Revel, 'Introduction. Space and Scale in Transnational History', in *International History Review* Dec 2011 33.4 573-584.

Andrade, Tonio. "A Chinese Farmer, Two African Boys; and a Warlord: Toward a Global Microhistory." *Journal of World History* 21, no. 4 (December 2010): 573

A Burton, "Not Even Remotely Global? Method and Scale in World History." *History Workshop Journal* 64, no. 1 (2007): 323–328.

Harrison, Henrietta. "‘A Penny for the Little Chinese’: The French Holy Childhood Association in China, 1843–1951" *The American Historical Review* 113, no. 1 (February 1, 2008): 72–92. doi:10.1086/ahr.113.1.72.

Peltonen, Matti, 'Clues, Margins, and Monads: The Micro-Macro Link in Historical Research', *History and Theory*, 40(3) 2001, 347-359.

Pomeranz, Kenneth. "Social History and World History: From Daily Life to Patterns of Change." *Journal of World History* 18, no. 1 (March 1, 2007): 69–98.

Rüger, Jan, 'OXO: Or, the Challenges of Transnational History', *European History Quarterly* 40/4 (2010), 656-668

Aslanian, Sebouh David, Joyce E. Chaplin, Ann McGrath, and Kristin Mann. "AHR Conversation How Size Matters: The Question of Scale in History." *The American Historical Review* 118, no. 5 (December 1, 2013): 1431–72. doi:10.1093/ahr/118.5.1431.

Further Reading

Olstein, Diego Adrián. *Thinking History Globally*, 2015.

James S. Coleman, *Foundations of Social Theory* (Cambridge Mass: Belknap Press 1990), especially 1-23.

Few, Martha. "Circulating Smallpox Knowledge: Guatemalan Doctors, Maya Indians and Designing Spain's Smallpox Vaccination Expedition, 1780–1803." *The British Journal for the History of Science* 43, no. Special Issue 04 (2010): 519–37.

Carlo Ginzburg, John Tedeschi and Anne C. Tedeschi, 'Microhistory: Two or Three Things That I Know about It', *Critical Inquiry*, 20(1) 1993, 10-35 (online)

Brad Gregory, 'Is Small Beautiful? Micro-history and the History of Everyday Life', *History and Theory* 1/38 (1999), 100-110

David Igler, "Commentary: Re-Orienting Asian American History through Transnational and International Scales." *Pacific Historical Review* 76, no. 4 (November 1, 2007): 611–14. doi:10.1525/phr.2007.76.4.611.

Pieter Judson, *Guardians of the Nation. Activists on the Language Frontiers of Imperial Austria* (Cambridge Mass: Harvard University Press, 2006), ch. 1 and 7.

Jill Lepore, 'Historians Who Love Too Much: Reflections on Microhistory and Biography.' *The Journal of American History*, 88(1) 2001, 129-144

Giovanni Levi, 'On Microhistory', Peter Burke (ed), *New Perspectives on Historical Writing* (Cambridge: Cambridge University Press 1991), 93-113

Alf Lüdtke 'Introduction' in A. Lüdtke (ed), *The History of Everyday Life Reconstructing Historical Experiences and Ways of Life* (Princeton: Princeton University Press 1995)

Sigurður Gylfi Magnússon, "‘The Singularization of History’: Social History and Microhistory within the Post-modern State of Knowledge," *Journal of Social History* 36, no. 3 (Spring 2003): 701-735 (online)

Edward Muir, Guido Ruggiero (eds), *Microhistory and the Lost Peoples of Europe* (Baltimore, Md: Johns Hopkins University Press, 1991), Introduction and ch. 1

Jacques Revel, 'Microanalysis and the Construction of the Social', in Lynn Hunt, Jacques Revel (eds), *Histories. French Constructions of the Past* (New York: New York Press, 1995), 492-502.

Schmid, Andre. "Colonialism and the 'Korea Problem' in the Historiography of Modern Japan: A Review Article." *The Journal of Asian Studies* 59, no. 4 (November 1, 2000): 951–76.

Streets-Salter, Heather. "The Local Was Global: The Singapore Mutiny of 1915." *Journal of World History* 24, no. 3 (2013): 539–76. doi:10.1353/jwh.2013.0066

Jonathan H. Turner, 'A New Approach for Theoretically Integrating Micro and Macro Analysis' in: Craig Calhoun et al (eds), *The Sage Handbook of Sociology* (London: Sage Publications), 405-422

- No meeting in week 6, Independent Learning Week

Week 7 - Transnational Lives - Jordan

Key Reading (entire monograph)

Deacon, Desley, Penny Russell, and Angela Woollacott, eds. *Transnational Lives: Biographies of Global Modernity, 1700-Present*. New York: Palgrave Macmillan, 2010. - The PDF for this book is available through the Library's subscription to Springer ebooks. Try [this link](#) or search on [SpringerLink](#)

Further Reading

L. Auslander, 'Beyond Words', *American Historical Review* (2005): 1015-1045.

L. Colley, *The Ordeal of Elizabeth Marsh. A Woman in World History* (London, 2007)

E. Ho, *The Graves of Tarim. Genealogy and Mobility across the Indian Ocean* (Berkeley, 2006)

U. Poiger, *Jazz, Rock and Rebels, Cold War and American Culture in a divided Germany* (London 2000), especially pp. 31-64.

Constance Bantman and Bert Altena (eds), *Reassessing the Transnational Turn: Scales of analysis in Anarchist and Syndicalist Studies* (PM Press, 2017)

Michael Peter Smith and Luis Eduardo Guarnizo, *Transnationalism from Below* (Transaction Publishers, 1998)

- Week 8 surgery session with Steve but will take place from 12:00-13:00 this week

Week 9 - Networks - Steve

Online Task:

Spend some time exploring the following website: <http://www.culturesofknowledge.org/>

Key Reading

Hans Cools, Marika Keblusek & Badeloch Noldus (eds.), *Your humble servant: agents in early modern Europe* (Hilversum, 2006) introduction and chapter by Badeloch Noldus

S. Murdoch, *Network North: Scottish Kin, Commercial and Covert Associations in Northern Europe, 1603-1746* (Brill, 2006), Introduction and chapter two. S. Murdoch, 'Oxenstierna's Spies: Sir James Spens and the organisation of Covert Operations in early Seventeenth-century Sweden' in Daniel Szechi (ed.), *The Dangerous Trade: Spies, Spymasters and the Making of Europe* (Dundee University Press, 2010), pp.45-65. A commissioned rewrite by Dan Szechi of a chapter from Network North specifically to address Your Humble Servant (noted above).

Week 10 - Writing Workshop - Dawn

This workshop will introduce you to some new ways of thinking about writing as a process: what you do to produce an essay or a dissertation. You will have the chance to think about and discuss your own experiences of writing, and to try out some techniques designed to make the writing process as smooth and pain-free as possible.

Please come to the workshop prepared to write. This means you should, at the very least, have an outline/plan of your empirical essay to work with. Please also bring your preferred writing equipment (laptop, tablet, pen and paper) along with you to this session.

In advance of the session, please have a read of '[The Perfect Sentence Vortex and How to Escape It](#)' by Katherine Firth at the Research Voodoo. Beyond this short blog post, the remaining time you would usually spend reading for our seminar should be entirely dedicated to working on your empirical essay. Be sure you make the most of this!

- Week 11 surgery session with Konrad