

**Department of History  
Graduate History Course  
Descriptions  
Spring 2022**

**HIS 8081-001  
W 7:30-9:30 p.m.  
Dr. Judy Giesberg**

**Reconstruction**

For a long time, Reconstruction was understood to have been a “tragic era” of Republican misrule and corruption, led by naive freedmen, self-serving Northern carpetbaggers and turncoat Southern scalawags. The popularity of these myths prevented historians from seeing Reconstruction as an extraordinary and unprecedented experiment in democracy – one that began with the Emancipation Proclamation (1863) and ended when the U.S. Supreme Court upheld racial discrimination and segregation in *Plessy v. Ferguson* (1896). In the intervening thirty years, Americans re-imagined politics, renegotiated relations of labor, and redefined citizenship. And though *Plessy* marked the reversal of progress toward racial equality, many Reconstruction-era conversations about race relations, marriage contracts, federal authority, and corporate power continued well into the twentieth century. Indeed, in 1955, historian C. Vann Woodward aptly dubbed it “the First Reconstruction.” We shall explore a number of these conversations, as we read the works of historians, starting with W.E.B. DuBois. Among the conversations we will consider are the following: How far were Republicans willing to extend federal power to protect individual rights? How did postwar amendments reshape the Constitution? How would changes in postwar property rights change marriage and family? In effect, what was re-constructed?

**HIS 8208-001  
M 7:30-9:30 p.m.  
Dr. Rebecca Winer**

**Medieval Europe**

This class introduces you to key concepts that began to form over the course of the Middle Ages (c. 500-1450 CE) and that live on to shape our present: the invention of the idea and ideologies surrounding Europe; the emergence of national identities, and the intersections of ethnicity, race, gender, islamophobia, and anti-Semitism in their formation. Central institutions in Western Europe such as the university, urban administration, parliamentary and judicial government, instruments of international trade, and the Church developed alongside these concepts. Enduring ideals around warfare and elite control (i.e., crusade and chivalry) also emerged. Modern and post-Modern writers on nationalism and racism have used and still use their analyses of medieval history as “evidence” to support their current political positions. In this course we will gain a framework to understand the Middle Ages through focused histories on medieval kingdoms, towns, religious hierarchies, and lived devotion. Gender roles varied according to local legal and economic situations but did so within an ideological frame supported by ecclesiastical and political authorities with which we will acquaint ourselves. We will encounter the “Global Middle Ages” through learning about Muslims living in and out of

Medieval Christendom, Jews, and the Pax Mongolica (the Mongol rise and control of the “Silk Roads” between China and the Mediterranean). There will be ample introduction to core material on medieval England, France, Germany, Spain/Iberia, Italy (and the Western Church) for those with little Medieval history background, but you are not confined to these geographical areas in your research projects. As long as you identify a primary source conducive to in-depth analysis and have a conversation with me in which we determine how it could work for a research project, you may write research papers on whatever medieval subject you like. The required books and articles for the course can be accessed through the Falvey library website, so although some will also be available in the bookstore; and you may want to acquire your own copies, you are not required to purchase them.

**HIS 8410-00**

**Atlantic World 1500-1800**

**M 5:20-7:20 p.m.**

**Dr. Cristina Soriano**

This course aims at presenting the major events/issues/ themes of Atlantic History from a variety of methodological and interpretative approaches. This course will give students the opportunity of understanding and discussing early modern ideologies and institutions that enabled Europe to get in contact and colonize parts of Africa and the Americas. In this course Africa, the Americas and Europe are considered “equal partners” in the forging of the Atlantic World, and the course will enable students to understand several topics such as cultural controversies emerging during colonizer-colonized encounters, ceremonies and rituals of possession, ideologies of conquest and colonization, models of colonial economic exploitation, the relevance of race and slavery in the colonized worlds, gender roles and identity formation in the Atlantic, among others.

**HIS 8436-001**

**Women and Gender in the Middle East**

**T 5:20-7:20 p.m.**

**Dr. Hibba Abugideiri**

The course starts with the presupposition that history writing is a momentary act of interpreting; historical narratives therefore are not simply about how people and events are interpreted; narratives are in and of themselves historical, or rather historiographical, moments worthy of analysis since they allow us to uncover how history writing is inextricably tied to the positionality of the author and the state of the field. Understanding that the fields of gender and women’s studies were radically impacted by the publishing of Edward Said’s *Orientalism* (as well as Joan W. Scott’s *Gender and the Politics of History*), we will focus on the ways that historians have written their narratives since the 1990s, and in the process, try to understand the experiences of women and men in the region. To this end, we will pay close attention to Islamic tradition and law – as both a prescriptive and practiced tradition – as a historical foundation from which we then move to the modern period. Here we will examine the salient issues of modern history, including European imperialism, nationalism and decolonization, women’s resistance, “the veil,” the modern nation-state, citizenship and personal status laws, all of which have complicated the “status” of women in the region.

**HIS 8703-001**  
**W 5:20-7:20 p.m.**  
**Dr. Whitney Martinko**

**Dox Thrash: An Exhibition (Public History Practicum)**

In this class, students will work to research, design, install, and promote a history exhibit in the [Villanova University Art Gallery](#) while engaging stakeholders and gallery visitors along the way. They will take as their starting point a small set of University-owned paintings by Dox Thrash (1893-1965), a Black World War I veteran, graduate of the Art Institute of Chicago, and WPA artist who lived in Philadelphia from 1925 to 1965. Interest in Thrash has increased in recent years thanks to the work of young [preservation advocates](#) who have organized to preserve [his former house](#) in the Sharswood neighborhood of Philadelphia.

During the first half of the course, readings and activities will guide students through the process of working as historian-curators and will include topics such as exhibit design, label writing, museum education, community partnership development, project management, catalog creation, and public programming and promotion. In the second half of the course, students will choose to work on an element of exhibition development in greater depth with a small team. Depending on the direction of the exhibit, students might engage a diverse array of scholarship about historical topics (20<sup>th</sup> c. Black history, local art communities, history of Philadelphia, material culture and historical geography, etc.) and public history praxis (museum education, provenance research, historic preservation advocacy, community engagement). Throughout, we will work with Ms. Jennie Castillo, the new Curator of the University Art Collection and Gallery Director, to learn from her professional experience and her efforts to usher in a new era of gallery use on campus.

The course will culminate in the installation of the exhibition in the VU Art Gallery in the Connelly Center and an opening reception in late April. The exhibition will remain on view through Commencement weekend.

There are no pre-requisites for this course, and students do not have to concentrate in public history to take this course.

Concentrations: Public History, United States

**HIS 9002-001**  
**R 5:20-7:20 p.m.**  
**Dr. Andrew Liu**

**Research Seminar: Writing History**

This course serves as a capstone for the M.A. program in History. In this course, students who have completed at least 18 credit hours towards their degree will research and produce a substantive piece of scholarship on a topic of their choosing. The topic and tentative bibliography must be approved by the Graduate Steering Committee before the start of the course. This final product may be a twenty-five to thirty-page research paper; a substantial digital exhibit or podcast; or an in-depth curriculum plan for a secondary school classroom. The choice of medium should be based on student's professional aspirations. The Writing History Seminar will include source, methodological and theoretical discussions, as well as opportunities for peer editing and feedback that will reinforce key skills that are a fundamental part of scholarly life.

**HIS 9006-001**

**Graduate Internship in Public History**

**TBA**

**Dr. Whitney Martinko**

Students may arrange internships at area public history sites to gain practical experience in public history workplaces, develop applied research and interpretative skills, and apply their skills as historians to contemporary situations and problems. Students are expected to work at least 8 hours per week at the internship site and complete a 12-15-page research paper, approved by both their internship advisor and their faculty advisor. Full guidelines for proposing an internship, applying for approval, and completing the course for credit are outlined in the Graduate Student Handbook.

*Graduate students may take this course only once. Permission of graduate program director required.*

**HIS 9012-001**

**Directed Readings in History**

**TBA**

**Dr. Lynne Hartnett**

An independent study and reports on selected topics.

*Permission of the instructor and approval of the graduate program director are required.*

**HIS 9042-001**

**Internship in Teaching of History**

**TBA**

**Dr. Lynne Hartnett**

An option for graduate students, normally in their second year of studies, to gain teaching experience under our graduate faculty supervision. Graduate students might lead discussions of assigned readings, present a few lectures to undergraduate classes, hold remedial or supplementary tutorials, or assist in devising and evaluating quizzes, examinations, and paper assignments. The internship is designed to assist graduate students in gaining teaching and classroom experience. Internships are by faculty invitation only, but students may express an interest; consult the graduate or departmental chairperson.

*Permission of the graduate director required.*