

Department of History
Graduate History Course Descriptions
Fall 2016

HIS 8062-001

American Foreign Relations since 1914

R 5:20 – 7:20 p.m.

Dr. Marc Gallicchio

This is an introduction to the history of recent United States foreign relations. The term "foreign relations" is used here to describe the interaction between two governments, what is known traditionally as diplomatic history, but it also includes the interaction of non-governmental groups and individuals. The central narrative of the course is organized around the main political and military events of the twentieth century, the two World Wars, the Cold War and Vietnam, but we will also be looking at how Americans in and out of government attempted to influence other peoples and shape their societies over an extended period. The purpose of the course is to familiarize students with the main issues in modern American foreign policy and to introduce you to the different methods and interpretations used by scholars to explain them. At a time when Americans are debating the country's proper role in the world and rethinking basic assumptions about economic and military policies it seems especially important to understand how Americans have addressed these issues in the past.

HIS 8215-001

Medieval Christian, Muslim, and Jews

M 7:30 – 9:30 p.m.

Dr. Rebecca Winer

Were medieval interfaith relations coexistence, entanglement or crusade? Analyzing studies and sources on the Inquisition, preaching, popular piety and daily life we will strive to answer factoring in medieval Mediterranean commerce, slavery, conversion, skin color, and gender hierarchies. Geographically we will include studies from northern and southern Europe but a particular focus of the course will be the Western Mediterranean. This was an area of daily interaction between Christians, Jews and Muslims. Jews resided throughout the Mediterranean basin from Roman times on and Muslims had conquered most of the Iberian Peninsula by the 720s. The Iberian Peninsula included both Christian and Muslim kingdoms until 1492. The nature of relations between these three groups, especially in what is now Spain, has been the source of heated debate. Were the high Middle Ages in the Mediterranean a "Golden Age" of *convivencia* –culturally creative and mutually tolerant coexistence-- or was it a time of crusading fervor or somehow both and neither?

HIS 8235-001**British Economic Society, 1689-1815****W 5:20 – 7:20 p.m.****Dr. Craig Bailey**

The so-called “Glorious Revolution” in Britain established a workable balance between the different branches of mixed government and arguably set the foundations for relative domestic stability over the course of the eighteenth century. Abroad, war and imperial expansion helped animate an increasingly vibrant economy at home, creating new markets for English manufacturers and bringing back a wide range of new products that stimulated consumption and the retail trades. Increasing wealth brought population growth, urban development, and social mobility. In this course, we will focus on these key social, political, and economic developments and assess their impacts on British society during the long eighteenth century.

HIS 8702-001**Introduction to Public History****M 5:20 – 7:20 p.m.****Dr. Whitney Martinko**

This course introduces students to various practices, professions, and projects described as public history. It examines the ways that historians work as archivists, museum professionals, preservationists, digital historians, and first-person interpreters to interpret the past for popular audiences and with public constituencies. It also explores the professional values embraced by public historians and the interpretative, educational, and structural challenges faced by them. Assigned readings are organized into three units that center on debates about content, form, and ownership and authority of public history. This structure encourages students to see how historians working in a variety of settings are in conversation with each other as well as the public.

While assigned readings give students a broad overview of issues in public history, writing assignments are designed to encourage students to locate and analyze primary sources and develop a fine-tuned knowledge of a local issue in public history. Students will complete three 5-page reviews throughout the semester. These short assignments should help students prepare the final assignment: one 15-page paper that analyzes a local public history issue in the context of relevant course themes.

HIS 8850-001**Theory and Methods in History****T 7:30 – 9:30 p.m.****Dr. Timothy McCall and Dr. Paul Steege**

This course is designed to equip MA students with the language, methods, and theoretical foundations of the historical profession. It introduces students to diverse approaches that historians have used to investigate and write history, including turns toward visual, spatial, material, and linguistic analysis. By familiarizing students with history’s evolving methodologies and scholarly vocabulary, this course will give students the opportunity to critically examine the ideological frameworks and assumptions that underpin the production of history. Our study will range widely, both geographically and chronologically, and will pay close attention to the intersections between historical representations and forms of power.

Course Objectives: Students will gain a deeper understanding of both historiography and the theoretical foundations of historical methods and how these have influenced our understanding of the past. Students will improve their approaches to selecting, evaluating, and deploying appropriate historical evidence for their own scholarly projects. They will learn to critically analyze historical works and will be encouraged to apply practical and theoretical lessons from the class to the historical materials, places, and problems that most interest them intellectually.



Paul Klee, *Angelus Novus*, 1920 (aka Walter Benjamin's "Angel of History," 1940)

HIS 8900-001

T 5:20 – 7:20 p.m.

Dr. Deborah Boyer

The definition of digital history is amorphous, broad, and often debated. Digital history projects may refer to everything from an online exhibition to a podcast to a Flickr pool of images to mapping and geographic information systems. This class will explore digital history in terms of the questions of narrative, shared authority, access, and historical analysis that arise when using digital tools for exploring and sharing history. We will discuss the major issues involved in digital history initiatives and gain basic familiarity with various technologies often used in such projects.

Topics in Digital History