

**Department of History  
Graduate History Course Descriptions  
Fall 2019**

**HIS 8003-001**

**American Women and Gender**

**R 7:30-9:30 p.m.**

**Dr. Catherine Kerrison**

“To ignore women is not simply to ignore a significant subgroup within the social structure,” Carroll Smith-Rosenberg has observed. “It is to misunderstand and distort the entire organization of that society.” This course is designed to deepen our understanding of her insight. The readings will encompass the chronological scope of United States history from native American women’s experiences of European contact to considerations of economic, political, social, and gender equity in the present. We shall begin with theoretical considerations of doing women’s history before proceeding to the historical narratives. Throughout our course we shall be attentive to the array of influences and their interconnections that shape women’s experiences and consciousness and behavior. We shall examine the relationship between WHAT we know and HOW we know, including the values that we and other scholars bring to a question. A book review or lesson plan, a short primary source analysis (informed by class readings), and a final 15-page historiographic essay or research are also required. Students will present their essays in class.

**HIS 8021-001**

**Early American Republic**

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

**Dr. Whitney Martinko**

This course introduces students to enduring historiographical debates and new scholarship that define the study of the early United States (roughly 1790 to 1850). We will consider how a broad variety of Americans defined the new nation and their places in - or out - of it. This course encourages students to think about the ways in which the process of building a new nation resulted in the contraction as well as expansion of rights and opportunities for various people. We will address the history of the early United States as a subject that demands local, transnational, and global perspectives on the past. Course readings cluster around four themes:

Race and Revolution

Capitalism, Slavery, and Society

Mind, Body, Environment

Gender, Law, and Power

Students can elect to write a final paper based in primary research or historiographical reading.

**HIS 8041-001**

**Roosevelt to Roosevelt**

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

**Dr. Paul Rosier**

We will spend the semester exploring the dynamics of modernization and modernity in the United States between the presidencies of TR and FDR (and let us not forget about ER). Topics include the assertion of imperial power, the social contours of Progressivism, women’s suffrage, the birth of mass culture, the transformation of the American state during WWI, the New Deal and World War II, and the intersections of race, class and gender in the construction of American citizenship. We will examine both historiographical debates of the period and historical

documents that open windows onto the cultural, economic, and social dimensions of American life. Assignments include two book reviews (one an essay incorporating primary sources), either a historiographical or primary research paper, and regular weekly class participation. Additional requirements include leading one class discussion and presenting a summary of your final paper. Our objective is to emerge from the seminar conversant with both historiographical and historical contexts of the period and diverse methodological approaches to writing history while also having fine-tuned our research, writing, and presentation skills.

**HIS 8208-001**

**Medieval Europe**

**T 7:30-9:30 p.m.**

**Dr. Rebecca Winer**

Given the challenges of our collective present/s (the systemic deprivations of racial and gender inequality; looming ecological loss; the closure of the political; the rise of authoritarianism) is there a more important period of study than the Middle Ages? It's difficult "being in the middle" as theorists Giles Deleuze and Félix Guattari put it—coming between the "greats" of antiquity and the arguably world- historical catastrophes of "Renaissance," Enlightenment," and the "Modern." Accordingly, the "Middle Ages" can get trashed by their successors, who nevertheless tend to rely in unexamined ways on concepts and practices that came into being before they existed.

This course introduces you to one key lexicon of concepts that took shape in the Middle Ages and which lives on to shape our present: the invention of the idea and ideology of Europe / "Europa" between c. 500-1450. Central institutions in Western Europe such as the university, urban administration, parliamentary and judicial government, and instruments of international trade and the Church developed alongside this concept along with the burgeoning idea of the "Humanities." 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.

Over the semester, we will explore essential and cutting-edge scholarship in the medieval field on National identity, the intersections of ethnicity, race, Islamophobia and Anti-Semitism. 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 also 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, Spain/Iberia and the Church, but you are not confined to these geographical areas in your research projects and, as long as you find a primary source conducive to in depth analysis, you may write research papers on whatever medieval subject you choose as long as you are in active conversation with me about your topic. Finally, as of now, it looks like all of the required books and articles for the course can be accessed through the Falvey library website, so there will be no need to purchase them. (Over summer 2019 please contact me via email for a copy of the syllabus with operational links to access the readings.)

**HIS 8410-001**

**Atlantic World 1500-1830**

**M 7:30-9:30 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 8850-001**

**Theory and Methods in History**

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

**Dr. Craig Bailey and Dr. Lynne Hartnett**

This course is designed to acquaint MA students with the language, methods, and theoretical foundations of the historical profession. It introduces students to some of the most influential approaches that historians have employed to study, analyze, and write history over the last several decades. By familiarizing students with the common language of history, this course will allow students to gain a mature understanding of the ways in which historians tell their stories of the past; prepare them to engage meaningfully in their graduate courses; and provide them with the tools they will need to be active members of the history profession. Course readings will offer theoretical grounding in the study of history as well as examples of different historical approaches in practice.

**HIS 9002-001**

**Research Seminar**

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

**Dr. Craig Bailey**

**HIS 9006-001**

**Graduate Internship in Public History**

**TBA**

**Dr. Lynne Hartnett**

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 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 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.*