

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

HIS 8000-001

Critical Perspectives on Gender

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

Dr. Elizabeth Kolsky

This course introduces students to the theories and methods for studying and doing gender history. We will explore gender both as a topic of historical inquiry and as a category of historical analysis. The course assumes no prior knowledge of the subject and begins with a set of foundational readings that trace the shift from women's history to a more theoretically oriented gender history. Moving across time and space in the modern era, themes to be explored include: labor, empire, slavery, masculinities, and violence.

HIS 8078-001

The Long Civil Rights Movement

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

Dr. Shannen Dee Williams

This graduate readings course explores the history of the black freedom movement in the United States, paying specific attention to the long African-American struggle for civil rights. Beginning with the protest campaigns launched against racial segregation in the antebellum North, students will examine the diverse and imaginative ways in which black Americans have contested the social, political, and economic assaults on their humanity and livelihoods in the United States. Using race, class, gender, sexuality, and region as important categories of analysis, we will work to understand the relationship between grassroots activism, large regional and national organizations, the federal government, and international politics. We will also examine how white violence and resistance movements have shaped and limited civil rights gains over time. We will conclude by examining how deindustrialization, mass incarceration, the drug epidemics, and the globalization of the U.S. economy have impacted the black freedom struggle in the "post-civil rights" era. This course is designed to help students further develop skills of critical reading, summary, and interpretation.

HIS 8281-001

Russia and the Soviet Union in the 20th

Century

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

Dr. Lynne Hartnett

While almost all of Russian history has been tumultuous, no other century in Russian history has been as turbulent as the last. In less than one hundred years, Russia and the Soviet Union evolved from a traditional autocracy with a struggling economy and military, to an unprecedented experiment in socialism, to a global superpower, and finally to a fledgling "democracy" in the throes of economic, political, and nationalistic turmoil. This course explores these tumultuous developments. We will evaluate the comparative roles of ideology, economic and military necessity (or the perception of such necessity), and the force of individual political figures. The course pays particular attention to Russian and Soviet society and culture and explores the viability of theories that espouse the agency of the Russian people. We will analyze the credibility of the totalitarian model of the Soviet Union and evaluate the role that ideology has played in the historiography of the Soviet period. Through secondary sources, the course

explores issues including political leadership, the force of ideology, relations between the center and the periphery, Soviet culture, the impact that the Soviet experiment had on its people, and the reasons for the dissolution of the Soviet Union.

Potential Readings Include:

Sheila Fitzpatrick, *The Russian Revolution*

Orlando Figes, *A People's Tragedy: The Russian Revolution, 1891-1924*

Wendy Goldman, *Women, the State, and Revolution*

Anne Applebaum, *Red Famine: Stalin's War on Ukraine*

Robert Conquest, *The Great Terror: A Reassessment*

Stephen Kotkin, *Stalin: Waiting for Hitler, 1929-1941*

Rebecca Manley, *To the Tashkent Station: Evacuation and Survival in the Soviet Union at War*

Elena Zubkova, *Russia after the War: Hopes, Illusions and Disappointments, 1945-1957*

Donald J. Raleigh, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation*

Christine Evans, *Between Truth and Time: A History of Soviet Central Television*

William Taubman, *Gorbachev: His Life and Times*

Alexei Yurchak, *Everything was Forever until It Was No More: The Last Soviet Generation*

Olga Shevchenko, *Crisis and the Everyday in Post-Socialist Moscow*

HIS 8602-001

Topic: Visual Culture and the Practice of History

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

Dr. Timothy McCall

This class introduces students of History to essential approaches, methodologies, and controversies of Art History and the study of Visual Culture. This course will give students the opportunity to examine the ideological frameworks and assumptions that underpin writing about images and artifacts. It will emphasize the ways that these lessons can be critically applied to engagement with today's visual culture and with that of the past (and we will explore the ways that present and past are intimately intertwined through images).

This course is not an introduction to Art History, but rather a critical investigation of the tools of the discipline and its expanding notions of Material and Visual Culture. Our goal is to provide seminar participants with an interdisciplinary understanding of the social history of art and images, and additionally to equip them with the critical vocabulary needed to speak about and teach images, films, and objects of visual and material culture in sophisticated ways. Intellectual rigor will be demanded as we examine diverse methodologies from which to approach artistic productions, and visual imagery more generally. Our study will range widely, both geographically and chronologically, and students will be encouraged to apply lessons from the class to the historical materials, places, and problems that most interest them intellectually. This class, above all else, will provide students with a means of looking at, describing, and critically interpreting art, artifacts, images, and objects – historic and contemporary – in both their research and teaching.

HIS 8704-001

Material Culture

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

Dr. Whitney Martinko

This course teaches students about the ways that historians study the material world – objects, images, books, buildings, food – to learn about the past. Its goals are twofold. First, course

readings introduce students to historiographical trends and major scholarship in the field of material culture studies. Subject matter concentrates on eighteenth- and nineteenth-century North America, but most scholars situate their work in Atlantic or global frameworks. Second, the course teaches methodological skills of critical perception and object-based research, regardless of geographic or temporal concentration of study. Students will complete a semester-long research paper that requires original primary and secondary source research: an object biography that informs a historiographical question in his/her field of interest. This course is ideal for students who are looking to develop an original research paper (especially helpful for PhD program applications) or public history coursework with object-based collections.

HIS 8800-001

Topic: Urban History

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

Dr. Craig Bailey

Consider the amazing growth of London, a city with around 500,000 inhabitants in 1700. The population had reached a million by 1800, 2.5 million in 1850 and 6 million in 1900. This expansion brought with it a host of intense social, economic, and environmental problems. Clean water, fresh food, and safe housing were in short supply. Crime and disease were on the rise. Established hierarchies, customs, and traditional relationships were perceived to be breaking down. An army of critics rose up to attack the urban, blaming cities for society's woes. The metropolis was cast as an unnatural place, inhumane and destructive. Terms such as "atomizing" were employed to explain the collapse of "normal" human relationships into desperate isolation. The loneliest place is a crowd, so to speak.

Cast in stark relief to this negative perspective, was an entirely different way of understanding urban life. Here, the city became a place of liberation and of possibilities. A "crucible of creativity" as one author we will read puts it, where the critical mass of people, ideas and energy can drive forward positive change. Here too is where urban planning makes its mark. The city serves as a unique laboratory, a place where, yes, problems occur in scale and magnitude, but also a place where the necessary resources, knowledge, expertise and determination can be pooled and marshaled to meet those challenges head on, providing solutions to common societal problems more generally.

Cities also serve as unique laboratories for the study of history. In this course, we will examine a range of topics including (but not limited to): urban environments and life in the city; the processes of urbanization; suburbanization; urban spaces, housing, the street and the public sphere; health and hygiene; migration; urban planning; and the meanings and condition of Modernity. While several of the readings will focus on Europe since 1750, cities in other parts of the world will also be considered throughout the semester.

By the end of the course, students should be familiar with some of the main themes and issues in the historiography of the urban. Any student may take this seminar as a "stand alone" course, either as an elective or as a concentration requirement in European History. However, this course also serves as the first installment of the two-part historiography/research seminar, which the department offers every year.

As such, students interested in pursuing an article-length paper based on primary research may choose to enroll in the research seminar, which will be offered in Fall 2019. Students in the research seminar will, of course, have to work on a research paper that fits into the themes of urban history, but potential topics will not be restricted to Europe.

HIS 9006-001**Grad Internship in Public History****TBD****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 should first meet with Dr. Whitney Martinko to learn about the procedures and expectations for an internship. 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****TBD****Dr. Lynne Hartnett**

An independent study and reports on selected topics.

Permission of the graduate director required.

HIS 9022-001**Thesis Direction I****TBD****Dr. Lynne Hartnett**

Supervised research for students writing Master's thesis.

Permission of the graduate director required.

HIS 9032-001**Thesis Direction II****TBD****Dr. Lynne Hartnett**

Supervised research for students writing Master's thesis. This course may be taken concurrently with HIS 9022.

Permission of the graduate director required.

HIS 9042-001**Internship in Teaching of History****TBD****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.

The Internship in the Teaching of History is a one-credit course. All applicants must have at least a 3.5 over-all GPA.

Permission of the graduate director required.