

**Department of History**  
**Graduate History Course Descriptions**  
**Fall 2021**

**HIS 8204-001**  
**W 7:30-9:30 p.m.**  
**Dr. Eliza Gettel**

**Topic : Plagues**

This seminar will explore the history of disease in ancient Mediterranean society, primarily the ancient Greek and Roman worlds. We will focus on two major epidemic events: the plague that struck Athens in 430 BCE and the Antonine Plague that crippled the Roman Empire in the 2nd century CE. In 2020-21, living through COVID-19, we have relied heavily on viral testing, vaccine development, and mass media. None of these technologies were available in the ancient Greek and Roman worlds. Therefore, we will think away modern developments like these in order to explore how ancient societies experienced plague. How did Greeks and Romans think diseases spread? How did doctors figure out ways to treat diseases? What lasting effects did these plagues have on Athenian and Roman society?

In order to step into the sandals of ancient Athenians and Romans, we will read a range of primary sources from Thucydides' Histories, to the tragedies of Sophocles, to the medical writings of Hippocratic doctors and Galen. We will also explore the archaeological record for clues regarding how ancient societies experienced plague events. As we have seen too clearly over the past year, disease can touch all aspects of a society. Therefore, exploring the history of disease and medicine will be our entry into other aspects of ancient Mediterranean society, including economics, religion, gender, war, and leadership.

No background in ancient Mediterranean history is necessary to take this course: only curiosity about it! The seminar will offer three different assignment tracks from which students can choose based on their personal learning objectives: research, teaching, and public history.

**HIS 8235-001**  
**R 7:30-9:30 pm**  
**Dr. Craig Bailey**

**British Economy & Society, 1689-1815**

Britain in the Long Eighteenth Century

Glorious, financial, consumer, print, agricultural, industrial; these are just some of the "revolutions" scholars have employed to describe, analyze and understand change in Britain during the long eighteenth century. In this course we will consider a variety of readings that both adopt and counter these approaches in order to unpack and grapple with narratives of exceptionalism, and to think critically about the nature, meanings and impacts of continuity and change in British society. Some of the key themes that will be explored include: the relationships between war and the state; status and consumption; wealth creation, widening inequality, and popular politics; and identities, nation, and empire.

Sample Readings (subject to change):

Boswell's London Journal

Berg, Maxine, *Luxury and Pleasure in Eighteenth-Century Britain*

Brewer, John, *The Sinews of Power: War, Money and the English State*  
Chase, Malcolm, *1820: Disorder and Stability in the United Kingdom*  
Colley, Linda, *Britons Forging the Nation*  
Connolly, S.J, *Religion, Law and Power: the Making of Protestant Ireland*  
Gauci, Perry, *William Beckford: First Prime Minister of the London Empire*  
Livesay, Daniel, *Children of Uncertain Fortune: Mixed-Race Jamaicans in Britain and the Atlantic Family*  
Marshall, Peter, *The Making and Unmaking of Empires*  
Rogers, Nicholas, *Mayhem: Post-war Crime and Violence in Britain*

**HIS 8702-001**

**Intro to Public History**

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

**Dr. Whitney Martinko**

This course introduces students to the intellectual and professional issues that define various practices, professions, and projects often categorized as public history. It examines how historians create knowledge and interpret the past for particular audiences and with particular stakeholders, in capacities such as museum professionals, preservationists, digital historians, consultants, state employees, and first-person interpreters. It also explores the professional values embraced by historians working with collaborators and for constituents outside of academia and the interpretative, educational, and structural challenges that they face. Unit I focuses on thinking about the intellectual questions raised by public history, including nationalism, transnationalism, colonialism, sustainability, the “public good,” and celebratory and “difficult” histories. Unit II focuses on thinking about the work of public history, including application of theoretical frameworks and methods, collaboration, shared authority, state and non-profit employment, labor politics, and best practices for writing labels and designing exhibits and community projects.

**HIS 8802-001**

**Classic & Contemporary Readings in African American History**

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

**Dr. Shannen Williams**

This graduate readings course surveys the social, political, economic, and cultural experiences of African-descended people in the United States from the earliest days of the transatlantic slave trade and Europe's colonization of North America through the twentieth century. Particular attention will be paid the development and evolution of the field of African-American history, especially its fiercely contested journey from the margins to the center of intellectual discourse. Using race, class, gender, sexuality, and religion as essential categories of analysis, students will also engage major historiographical issues and debates in and between African-American and United States history. This course is designed to help students master a body of literature that will enable them to teach a survey course in African-American history and provide the foundation for a rich reading list for comprehensive examinations in United States and African-American history. Students will also further develop skills of critical reading, summary, and interpretation.

**HIS 8850-001**

**Theory and Methods in History**

**M 7:30-9:30 pm**

**Dr. Elizabeth Kolsky and Dr. Paul Steege**

Introduction to historiography, theories of history, source analysis and diverse methodologies to

prepare students for advanced historical research and writing.

**HIS 9002-001**  
**TBA**  
**TBA**

**Research Seminar**

**HIS 9006-001**  
**TBA**  
**Dr. Whitney Martinko**

**Graduate Internship in Public History**

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**  
**TBA**  
**Dr. Lynne Hartnett**

**Directed Readings in History**

An independent study and report on selected topics.

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

**HIS 9042-001**  
**TBA**  
**Dr. Lynne Hartnett**

**Internship in Teaching of History**

An option for graduate students, normally in their second year of studies, to gain teaching experience under the supervision of graduate faculty. 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.*