

**Department of History**  
**Graduate History Course Descriptions**  
**Spring 2017**

**HIS 8041-001**  
**CRN 31327**  
**T 7:30-9:30 PM**  
**Dr. Paul Rosier**

**Roosevelt to Roosevelt**

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 consolidation of corporate capitalism, 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 intersection 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 We will examine both historiographical debates of the period and historical documents that open windows into the cultural, economic, and social dimensions of American life. Assignments include two book reviews, either a historiographical or a primary research paper, and regular weekly class participation. 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 fine-tuning our research, writing, and presentation skills.

**HIS 8078-001**  
**W 5:20-7:20 PM**  
**Dr. Lawrence Little**

**African American History Since 1865**

This course examines recent and seminal historiography on the development and experiences of the African American community since emancipation. Students will analyze and evaluate major historical questions on African American community and culture and the development of racism in American society. Synthesizing both primary and secondary sources, students will evaluate the effectiveness of the black political, social, and economic ideologies and institutions in the struggle to end apartheid and attain full citizenship. This course requires regular attendance and participation in the assigned readings. Each student will write three, 3-4 page analytical position papers and complete their choice of **one** of three term assignments. **Historiographical essay (10-15 pages):** In the essay, critically analyze and evaluate the various themes, concepts, and interpretations developed by scholars of African American history since emancipation. What do you find appealing or unappealing about these interpretations? What conceptual or methodological strengths and weaknesses have you observed in the works? How do the works generally or specifically inform our understanding of the era? **Research project (10-15 pages):** The project is to produce a research paper on an approved topic on African American history since emancipation. Locate, analyze, and evaluate primary and secondary sources to answer a historical question and present your conclusions in a clear, concise, and convincing manner. The paper should also demonstrate an understanding of the themes and works covered in the course. **Option**

**for Teachers:** Using course themes and readings, create a two-week unit plan for teaching some aspect of African American history since emancipation for a 12th grade U.S. History class (AP). Lesson plans should include type and purpose of lesson, skills, objectives, resources, class procedures, and assignments. Emphasize primary sources and include an overall purpose, general objectives, and examples of student outcome assessment techniques.

**HIS 8272-001**  
**M 7:30-9:30 PM**

**Europe on the Eve of WWI**

**Dr. Jeffrey Johnson**

This graduate seminar is designed to investigate selected fault-lines in European political economy, society, and culture from the end of the nineteenth century to the immediate aftermath of the war (c. 1919) with particular attention to factors that helped to prepare Europe for war and led to the outbreak of war in 1914, as well as the immediate impact of that war on European society and culture. Note that in view of the current ongoing commemoration of the centennial of the war, this version of the course deviates from the strict “eve of the war” by including the war years as such.

The course will involve weekly readings and discussions of common readings (general participation in discussion will be worth 10% of the course grade). During the first part of the course, each student will be expected to write two short review essays (20% each) and to make one or two oral presentations (10%) on a variety of supplementary readings. In the final weeks, students will write a longer critical bibliographical or analytical essay (the latter with the possibility of primary-source research, depending on the topic) of approximately 15-20 pages, the first draft of which is to be distributed and discussed in class, and then revised (10% for first draft, 30% for final draft). Criteria for evaluation are based on general graduate course grading rubrics.

**HIS 8416-001**  
**W 7:30 – 9:30 pm**  
**Dr. Cristina Soriano**

**Modern Latin American**

This course is designed to introduce graduate students to major debates in Modern Latin American history and historiography from a variety of methodological and interpretative approaches. Focused on the relationship between colonialism, modernity and revolution, this course will study an important period of transition in Latin America during the 19<sup>th</sup> and 20<sup>th</sup> centuries, a period characterized by political violence, complex process of State formation, and foreign interventions. The course will examine the historiographical transition from approaches primarily focused on historical materialism and dependence theory toward more recent works influenced by theories of the State formation and Nation building, race, sexuality, social movements, subaltern studies, and “new cultural history” perspectives.

Students should write an organized and critical paper, with strong and evidenced-supported arguments. Students will have the option to choose between a) historiographical paper and b) primary sources paper. A historiographical paper should explore historiographical issues or

debates from a comparative point of view, combining not only diverse perspectives (“classical works” and more recent studies), but different regions and contrastive historical narratives. A primary sources paper should include a brief historiographical discussion but it should analyze a primary source (diaries, oral history, newspapers, and compiled documents) chosen by the student and previously discussed with the instructor. The idea is to focus on a primary source – or group of primary sources - that will allow students to analyze diverse political, economic, social and cultural particularities of Modern Latin America. All papers should be **double-sided, and double-space**. Students should use [Chicago Manual of Style](#) guidelines, and place their papers in my mailbox on the due date.

**HIS 8452-001**

**Colonialism and Nationalism in Modern South Asia**

**R 7:30-9:30 PM**

**Dr. Elizabeth Kolsky**

This graduate seminar introduces students to the history and historiography of modern South Asia focusing on the twin themes of colonialism and nationalism from the formation of the East India Company in 1600 to the partition of India and Pakistan in 1947. We will explore the institutional workings of empire from multiple perspectives, including law, state formation, political economy, religion, culture, and the colonization of minds. We will also focus on the various ways in which people confronted and resisted the onslaught of empire from its inception until its formal end in 1947 and after. Students are required to submit 20 pages of polished writing, either in the form of shorter analytical essays or an end of semester research paper.

**HIS 8603-001**

**The Russian Revolution**

**R 5:20-7:20 PM**

**Dr. Lynne Hartnett**

2017 marks the 100<sup>th</sup> anniversary of the Russian Revolution. Although the promises of the Russian Revolutions proved to be more difficult to realize than most Russians then imagined, in 1917 the revolutions seemed to have the potential to transform not only Russia but also the world. This course seeks to put the Russian Revolutions into context. We will explore the revolutionary period of 1905 through 1922 in order to understand more fully the hopes, difficulties, failings, and tragedies of the revolution. Through secondary sources and seminar discussions, we will examine the origins, contours, and consequences of the Russian Revolutions. Seminar topics will include the role of violence in the revolution and revolutionary movements; the details and significance of the fall of Tsarism; the role played by various interest groups in the revolution; the contours of how the revolution affected various constituencies including women, religious groups, ethnic groups, and socio-economic classes; the effects of the revolution on popular and revolutionary culture; the political machinations of the Soviet leadership; the use of monuments, myths, and memory in the revolutionary mission; nationality and colonial issues; and the reaction of the

worldwide community to the Soviet Revolution. The final project for this course will be a research paper that requires the use of primary source materials (in English).

**HIS 8704-001**

**T 5:20-7:20 PM**

**Dr. Whitney Martinko**

**Material Culture**

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 authors 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 semester, students will have a special opportunity to select an object with a provenance tied to the Woodlands estate in the late eighteenth and nineteenth century. Students are highly encouraged to select an object that will contribute to ongoing research about the lives of people who lived and worked at the Woodlands during the lifetime of its proprietor William Hamilton (1743-1813). Interested students will be able to contribute directly to building an online, and possibly physical, exhibit that interprets the broader historical significance of the material culture of the Woodlands. Objects available for research include medieval manuscripts collected by Hamilton during his time in England during the 1780s, seed packets uncovered beneath in the attic floorboards of the house, a silver snuffbox, and a trove of recently excavated archaeological evidence of culinary, dining, and household labor practices. Object biographies might inform questions about environmental history, cultural histories of performance and display, the history of family and sexuality, networks of trade and labor, or food history, just to name a few. For more information about the course, please contact Dr. Martinko.

**HIS 9006-001**

**Dr. Judith Giesberg**

**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**  
**Dr. Judith Giesberg**

**Directed Readings in History**

An independent study and reports on selected topics. *Permission of the instructor and approval of the graduate chairperson are required.*

**HIS 9022-001**  
**Dr. Judith Giesberg**

**Thesis Direction I**

Supervised research for students writing Master's thesis.  
*Permission of departmental chairperson required.*

**HIS 9032-001**  
**Dr. Judith Giesberg**

**Thesis Direction II**

Supervised research for students writing Master's thesis. This course may be taken concurrently with HIS 9022.  
*Permission of departmental chairperson required.*

**HIS 9042-001**  
**Dr. Judith Giesberg**

**Internship in Teaching of History**

Description: 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.