

## Graduate Course Descriptions Fall 2022

ALL DESCRIPTIONS, BOOK LISTS, AND PROSPECTIVE ASSIGNMENTS ARE TENTATIVE.  
PLEASE DO NOT PURCHASE BOOKS UNTIL YOU HAVE A CONFIRMED/SET SYLLABUS  
FROM THE INSTRUCTOR

- In addition, Spring courses are still tentative, as instructors go on leave and History Department programs must respond to demands outside the Department. These course listings are for planning purposes only.

### Overview by weeknight

Fall 2021:

#### *MONDAY*

HIST 5339 – Theory and Methods – 6 p.m. Babiracki

#### *Tuesday*

HIST 5364 - Sub-Saharan African by Space & Time – Demhardt - ONLINE with visits to Special Collections

HIST 5361 – Latin American-US Relations – LaFevor 7 p.m.

#### *Wednesday*

HIST 5364 - Comparative Empires – 7 p.m. Baillargeon

HIST 5342 – Archives I – 6 p.m. Saxon

#### *Thursday*

HIST 6100 – History as a profession 6-7 p.m. - Zimmer

HIST 6364 – Research Seminar in Transnational Networks – 7 p.m. Zimmer

HIST 6360 – Seven Years' War – 7 p.m. Narrett

Spring 2022 (TENTATIVE – Descriptions not yet available):

#### *MONDAY*

HIST 5340 – US Historiography – Salinas

HIST 5341 – Approaches to World History – Garrigus

#### *TUESDAY*

HIST 5343 - Archives II – Saxon

HIST 5365 – Women's history - Cole

#### *WEDNESDAY*

HIST 5365 – Disability History in Global Perspective – Rose

#### *THURSDAY*

HIST 6363 – Research seminar on Texas and Southwest - Haynes

Asynchronous online: HIST 5350 – Cartography - Demhardt

## HIST 5339- Theory and Methods- Babiracki– Mondays, 6 p.m.

**Course Description:** This seminar is a graduate-level introduction to the craft, theory and methodology of history. It is structured as a chronological survey of various historical approaches to history between the mid-nineteenth century to the present era. The starting point for our explorations is a key moment in the evolution of historical thinking, which was propelled forward, problematized and increasingly professionalized in the context of consolidating nation-states. The end point is the present era, characterized by a great diversity of approaches, but also trends and assumptions that reflect our present concerns about inclusion, globalization, and culture. Thus, on the one hand, this course aims to introduce students to stages of development of historical methodologies and approaches through a sample of works; on the other hand, its goal is to highlight certain constant questions that professional historians, philosophers of history and ambitious story tellers have grappled with, questions about causality, epistemology, individual agency, narrative, history's relationship with other humanities and social science disciplines, and about reliability of different kinds of historical evidence.

## HIST 5342-Principles of Archives and Museums -Saxon – Wed. 6 p.m.

Dr. Gerald Saxon  
University Hall Rm. 320  
[saxon@uta.edu](mailto:saxon@uta.edu)  
817-683-5551 (call/text)

### Required Texts:

Two texts are required for History 5342. The texts will be supplemented with additional readings on the open web. The two texts are:

Millar, Laura A. *Archives: Principles and Practices*. New York: Neal-Schuman Publishers, 2010.

O'Toole, James M. and Richard J. Cox. *Understanding Archives and Manuscripts*. Chicago: Society of American Archivists, 2006.

### Course Description:

History 5342, Principles of Archives and Museums I, is a three-hour graduate course designed to provide students with the intellectual foundation necessary for a career in archival administration. Consequently, the course focuses on the historical evolution of archival science, emphasizing the development of the archives profession, archival principles and theories, appraisal and acquisition techniques, the laws affecting archives and their use, programming and outreach in archival repositories, and administration of collections. History 5342 is the first course of the twelve-hour archival certification program offered through the Department of History at UTA. It is the prerequisite for History 5343, which emphasizes the more mundane tasks of accessioning, arranging, preserving, describing, and cataloging of archival collections.

### Certification Program:

Students desiring a certificate of archival administration as part of an MA in History must take History 5342 and 5343, plus an additional six hours of internship (History 5644). Students already holding an MA or Ph.D. in History or a related field and students enrolled in graduate programs other than History

who desire a certificate in archival administration should consult the MA Graduate Advisor, Department of History.

#### **Student Learning Outcomes:**

By the end of the course, students will:

Understand and be able to explain the environment, role, and work of archivists.

Understand the technological, ethical, and legal issues that archivists face.

Identify the current trends impacting archives and records.

Recognize and define the basic concepts fundamental to modern archival science.

Be able to integrate this information when processing an archives collection.

Be familiar with the evolution of methods and technologies used to create, store, organize, and preserve records.

Be conversant in the terminology and concepts used in records management and archival administration.

Be aware of the ways that organizations and individuals use archives and records for research, ongoing operations, accountability, litigation, and organizational memory.

Be familiar with the basic components of records management and archival programs, including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, and outreach. Understand the relationships among these program elements.

Be aware of the various environments where records are created, managed, and used—from informal settings to well-established records management programs and archival institutions.

Be aware of the legal, policy, and ethical issues surrounding archives and records administration.

#### **Grading and Course Requirements:**

There are **four** basic course requirements, and your semester grade is based on the average of the four:

The **first** requirement is a formal paper/essay focusing on a current (or even historical) topic in archival science. For this paper you should consult and critically analyze the issues and debates surrounding your topic. To do this, try to use at least twelve sources (books, journal articles, magazine/newspaper articles, blogs, wikis, etc.) when researching your paper.

Your paper should be thoroughly researched, well written, and fully documented. Use Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (8<sup>th</sup> edition) or *The Chicago Manual of Style* (16<sup>th</sup> edition) for your style guide. I want you to include end notes and a bibliography with your paper. I do not expect you to conduct original research (e.g. from primary sources, survey data, etc.), but I do expect you to find and review relevant published literature and Internet resources (when appropriate).

With the possible exception of historical topics, make every effort to find the most recent literature on your topic. Be sure you exploit monographs, journals, and news sources in both print and electronic formats. Among the databases/indexes to be aware of are: *America: History and Life*, *Historical Abstracts*, *Library Literature & Information Science Full Text*, and *Information Science & Technology Abstracts*, among others. A good place to start is the Archival Studies LibGuide that the library staff has prepared for this course. The guide can be found at: <http://libguides.uta.edu/archives>.

The **second** requirement is to visit, prepare an evaluation, and give an oral report focusing on an archival repository in the DFW area. The archives can be part of a special collections department in a library, historical society, government entity, museum, business/institutional archives, or some other type of archival repository. You are required to visit the archives, assess its policies, preview and analyze its website, and prepare a report giving your findings and suggesting ways that you think the repository can be improved from a *user's* perspective. You will turn in a written report (approx. 7-10 pages) and give a powerpoint presentation of your findings to the class. The report and presentation will count as 30% of your grade (25% for the written paper/5% for the oral presentation). Both will be uploaded to Canvas.

The **third** requirement is a brief 3-4 page paper (max.) about an archival and/or records issue in the news. Each student will write a 3-4 page paper and prepare a brief **Discussion report (to be uploaded to Canvas)** about an ongoing news story that relates to archives or records. Be sure to refer to the treatment of the issue in the popular press/media. The issue must appear in at least three separate articles, although the articles may be about separate events which discuss a **common** issue. Be sure you cite the three articles in your paper, giving complete bibliographic details (and Internet links if appropriate) so I can locate them easily. **Do not use peer-reviewed or academic articles as source material for this assignment.** I want you to use news feeds, newspapers & magazines (remember them?), media, social media, etc. Also, make sure you include your own perspective in the paper. The articles can come from newspapers, news magazines, news blogs/wikis, etc. The paper and your blog report will count as 10% of your grade.

The **fourth** requirement is active participation in **all** class activities. Each student is expected to attend each class (unless you have an excused absence), read the weekly assignments before class, engage in discussions both in class and on the Discussion Board, and complete all outside work on time (late work will be penalized 10 points for each day it is late). Re the class Discussion Board, you are required to participate in **six** discussions over the course of the semester. The course schedule notes when these discussions are due. As mentioned above, you will also post your Archives in the News assignment on the class's Discussion Board site on Canvas. Each discussion report will be graded. Your classroom participation and six discussion reports will count as 30% of your grade.

### **HIST 5361 – Latin American-US Relations – LaFevor -Tuesdays 7 p.m.**

**Modality and time may be flexible. The first class meeting will discuss possible beneficial shifts.**

This reading colloquium focusses on the political, economic, cultural, and diplomatic relations between the United States and Latin America from the period of the Atlantic Revolutions to the present. Our readings and discussions will range over several levels of analysis, from texts that take a broad regional approach, to monographs focused on bilateral relations between the U.S. and individual nations. These readings will be multidisciplinary, with research and theory from the fields of history, political science, law, and anthropology. We will also read and discuss thematic articles and books that focus on common regional issues, such as slavery, economic development, the Cold War, imperialism/colonialism, democracy/authoritarianism, insurgency/counterinsurgency, immigration, environmentalism, dependency theory, and the drug trade. The student will submit short reviews of each of the readings and a final historiographical paper. No background knowledge of Latin America is required for the course.

## HIST 5364 – Comparative Empires – Baillargeon Wednesdays 7 p.m.

### Course Description:

This course introduces graduate students to the historiography on global empire utilizing a comparative perspective. Although most books we read will be focused on the modern period, students will read a broad spectrum of books and articles related to the theme of global empire, ranging from theoretical works like Edward Said's *Orientalism* to historical case studies that move students across a wide variety of geographic contexts, including Europe, Asia, Africa, and the Americas. Beyond our typical weekly reading assignments, students will be expected to contribute to our in-class conversations and to lead class discussions twice during the semester.

### Potential Readings:

Clare Anderson, *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790-1920*  
Frantz Fanon, *Black Skin, White Masks*  
Michael Gomez, *Africa's Dominion: A New History of Empire in Early and Medieval West-Africa*  
Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British Dissent*  
Pekka Hamalainen, *The Comanche Empire*  
Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines*  
Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960*  
Edward Said, *Orientalism*  
James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*  
Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin*  
Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*  
Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*  
Eyal Weizman, *Hollow Land: Israel's Architecture of Occupation*  
Patrick Wolfe, *Settler Colonialism and the Transformation of Anthropology: The Politics and Poetics of an Ethnograph Event*

## HIST 5364-005 /GEOG 4350 Sub-Saharan African: An Introduction to its Space and times– Online with visits to Library/Special Collections

Fall 2022

Venue: **ONLINE**

Online with visits to Library

Dr. Imre Josef Demhardt

Office: University Hall (UH) 348 / Main Office: UH 202

Office Hours: by appointment

Phone: 817-272-0122

E-Mail: [demhardt@uta.edu](mailto:demhardt@uta.edu)

### Course Content

This course combines the three elements of a lecture, a colloquium and a seminar to highlight key elements in the readings. In the first part it introduces to the physical and human geography of Africa for the background on the environment, demography, cultures and economies of the continent. The second

part provides an overview of the major periods of history of the continent with an emphasis on the modern centuries since the beginning of European-African interaction, including an in-depth regional case study on *South Africa*. Throughout the course students will be actively engaged by several assignments, of which two – a country analysis and a brief term paper – are presented and discussed in the final part.

Interested students should note:

- This course is open to **graduate students in History** and **upper-division undergraduate students in the Geography Minor**. Geography Minor students are required to have at least six credit hours to qualify for enrolling in this course which for them functions as GEOG 4350-01 in REGIONAL GEOGRAPHY.
- While all students are expected to participate actively in the class meetings, the assignments will be separate and assessed according to the respective background in graduate history or upper-division undergraduate Geography.

### Student Learning Outcomes:

After successfully completing this course, students will be able to:

1. understand the natural and human settings of the history of Africa
2. produce and exchange critical appraisals of course readings
3. analyze the diverse trajectories of African regions from precolonial times to independence

### Textbooks and other course materials:

Fage, John D. / Verity, Maureen:

*An Atlas of African History*. **2<sup>nd</sup> edition**.

New York (Africana Publishing Co.) 1978. ISBN 0-8419-0430-8 (paperback).

Note: Book is out of print, but available as used copy.

Iliffe, John:

*Africans: The History of a Continent*. **3<sup>rd</sup> Edition**.

Cambridge (Cambridge University Press) 2017. ISBN 978-1316648124 (paperback).

Note: 3<sup>rd</sup> edition is available to buy as E-Book.

MacKinnon, Aran S.:

*The Making of South Africa. Culture and Politics*. **1<sup>st</sup> edition**.

Upper Saddle River, NJ (Pearson) 2004. ISBN 0-13-040681-3 (paperback).

Note: 2<sup>nd</sup> edition (2013) is currently not available in print, only as E-Book to buy or rent. To give students freedom of choice, the class will use the 1<sup>st</sup> edition; students preferring an E-Book may use the 2<sup>nd</sup> edition, which deviates significantly from 1<sup>st</sup> edition only in segments on later 20<sup>th</sup> Century.

Stock, Robert:

*Africa south of the Sahara*. **3<sup>rd</sup> edition**.

New York / London (Guilford Press) 2013. ISBN 978-1-60623-992-6 (paperback).

Note: 3<sup>rd</sup> edition is available to buy or rent as E-Book.

Additional readings and links to webpages as made available by the lecturer.

## HIST 6100 -History as a Profession – Zimmer (with other faculty members) Thursdays, 6 p.m.

This new one-hour course is required for all incoming PhD students and is also open to other students enrolled in the History MA and PhD programs. It will introduce students to skills and information needed to succeed as both graduate students and as eventual professional historians both within and outside of academia. After successfully completing this course, students will be able to:

1. Design an effective syllabus and employ effective teaching methods
2. Understand and use citation management software
3. Craft and maintain a CV and resume
4. Create an online professional presence
5. Identify and apply for relevant grants and other funding opportunities
6. Submit effectively to academic conferences and journals
7. Identify how universities are structured and the differences between various types of academic institutions
8. Understand the academic job market and other career paths for historians

## HIST 6391-007- Understanding GIS- Travis – Wednesday, 2 p.m.

The course will open with a brief history of western spatial thought and mapping. It will introduce history graduate students to the fundamental concepts of applied digital cartography, and to view and interpret historical maps and archival sources as primary sources. Through a series of lectures and applied GIS labs the course will focus on the idea of GIS as a visual database – where data is graphical as well as alphanumeric – in addition to a ‘map-drawing tool.’ GIS is used in a variety of contexts to make sense of spatial information from the local scale of buildings and streets to regional, national, and supranational scales. Students will be exposed to sophisticated geospatial, statistical, and topographical analyses. Students will learn to approach history from a geographical perspective, as they acquire the cartographical, theoretical, and technical skills that make GIS an extremely powerful historical research tool.

- Thinking about spatial data -what can be mapped?
- Basic mapping concepts (projections, meridians, co-ordinate systems, etc.)
- Exploring online historical resources that use maps to display data.
- Using basic online map tools – ArcGIS Online, Google Earth, Smartphone Apps.
- Different types of geographical and historical data (vector, raster, polygon, point, tabular), and the various approaches to combining them to answer research questions.
- Sources of existing geographical datasets (both current and historical).
- Preparing historical data for use in GIS (geo-coding and geo-referencing).

Textbook: Online, no purchase necessary.

IAN GREGORY, *A Place in History: A Guide to Using GIS in Historical Research* [A Place in History \(essex.ac.uk\)](https://www.essex.ac.uk)

Assignments:

8 in class labs, 1 midterm quiz, and a final course mapping project.

## HIST 6360 The Seven Years' War in North America (Research Seminar) – Narrett – Thursdays, 7 p.m.

**Professor D. Narrett    Thurs., 7:00-9:30 p.m.**

**Office: UH 345    narrett@uta.edu**

This seminar will focus on the Seven Years' War (popularly known as "the French and Indian War") and its transformative impact on North America and the Atlantic world during the mid-to-late eighteenth century. While gaining an overview of this broad subject, students will write a research paper based on an analysis of primary sources and a consideration of relevant secondary literature. Students may select a research topic, with the instructor's approval, on a broad range of subjects, though topics on purely military history are not advised.

Books:

Fred Anderson, *The War That Made America: A Short History of the French and Indian War* **Paperback:** Penguin Books, 2006.

**ISBN-10:** 0143038044; **ISBN-13:** 978-014303804

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America*. **Paperback:** Oxford University Press, 2007.

**ISBN 10: 0195331273 / 0-19-533127-3 ISBN 13: 9780195331271**

---The reading list may also include scholarly articles as well as documents and maps on the internet.

## HIST 6364 – Research Seminar in Transnational Networks – Zimmer – Thursdays, 7 p.m.

This research seminar will focus on methodological and historiographical approaches to investigating and writing about the transnational networks through which people, ideas, objects, and capital move. Students will begin by examining the "network" as a conceptual and theoretical model, then study several examples of historical works that trace transatlantic networks of migrants, businesses, and political movements. They will then formulate and undertake their own research projects informed by the ideas and methodologies of historical network analysis.

A tentative list of possible books for this course includes:

- Samuel L. Bailey and Franco Ramella, eds., *One Family, Two Worlds: An Italian Family's Correspondence Across the Atlantic, 1901-1922*
- Susanah Shaw Romney, *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America*



- Margaret H. McFadden, *Golden Cables of Sympathy: The Transatlantic Sources of Nineteenth-Century Feminism*
- Kirwin R. Shaffer, *Anarchists of the Caribbean: Countercultural Politics and Transnational Networks in the Age of US Expansion*