

Graduate Course Descriptions Spring 2021

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

Overviews by week night:

Spring 2021

Monday: HIST 5365 – The New Jim Crow -Kenton Ramsby (English)

HIST 6364 – World Fairs – Research Seminar - Babiracki

Tuesday: HIST 5343 – Archives II - Saxon

HIST 5361 – Transatlantic Radicalism -Zimmer

Wednesday: HIST 5363 –US-Mexican War- Haynes

HIST 5364 – British Empire -David Baillargeon (joining UTA in 2021)

Thursday: HIST 5340 – U.S. Historiography – Salinas

HIST 5350 – History of Cartography -Demhardt – off-web

Spring 2021

HIST 5340 –U.S. Historiography– Salinas – Thursdays, 7 p.m.

Course Description

This course introduces graduate students to key themes and chronological eras in U.S. history, exploring how historians have approached the study of the past and how debates about historical questions have been shaped and changed over the years. This course will consist of recent research and more established books paired with essays considering the state of selected fields in U.S. history. Though not an exhaustive study of all eras of U.S. history, several methodological approaches to U.S. history will be considered (social, economic, political, cultural) as well as different elements of the human experience (gender, race, class, state formation). It's a good course if you plan on teaching the US History survey or want a broad overview of US history.

Assignments will take the form of weekly reading responses, one book review, leading discussion of one historiographical essay, and a final historiographical essay.

Possible Required Readings(Tentative, might change a couple)

- Colin Calloway, *One Vast Winter Count: The Native American West before Lewis and Clark*
- T.H. Breen, *The Marketplace of Revolution, OR, J.P. Greene, The Constitutional Origins of the American Revolution*
- Nancy Cott, *Public Vows: A History of Marriage and the Nation*
- Edward Baptist, *The Half Has Never Been Told*
- Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South*
- David Blight, *Frederick Douglass: Prophet of Freedom*

- Laura Briggs, *Reproducing Empire*
- Isabelle Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*
- Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West*
- Kelly Lytle Hernandez, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*
- Veronica Martinez-Matsuda, *Migrant Citizenship: Race, Rights, and Reform in the U.S. Farm Labor Camp Program*
- Tomiko Brown-Nagin, *Courage to Dissent*
- Kevin Kruse and Julian Zelizer, *Fault Lines: A History of the United States Since 1974*

HIST 5343- Archives II- Saxon – Tuesdays, 7 p.m. – online and in person

Hybrid one: most of the sessions will be masked face-to-masked face, with some asynchronous learning thrown in for good measure!

Course Description

History 5343: Principles of Archives and Museums II is a three-hour graduate course designed to educate students in the methods and techniques of processing archives and historical manuscripts. The course focuses on the day-to-day tasks of archivists and curators: appraising, accessioning, arranging and describing collections; producing effective finding aids to collections; writing news releases about collections; administering and processing non-manuscript materials, such as oral history tapes, computer generated records, artifacts, and photographs; and preserving collections. The course will use active learning techniques, and by the end of the semester, students will have processed at least one collection. **Students enrolling in this course must have taken History 5342: Principles of Archives and Museums I.** History 5342 and 5343 account for half of the hours needed to obtain the archival certificate offered through the Department of History.

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). All twelve hours may be counted toward the minimum requirement for the MA degree. 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 Graduate Advisor, Department of History.

Required Texts:

Two texts are required for History 5343:

- Ann E. Hodges and Brenda S. McClurkin, *Archives and Manuscripts Processing Manual* (Arlington: The University of Texas at Arlington Libraries, 2011). Each student will be able to access this manual electronically.
- Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts (Archival Fundamental Series II)* (Society of American Archivists, 2005).

Additional Readings: The following readings can be accessed on the Society of American Archivists website for the publication *American Archivist* (see the URL:

<http://archivists.metapress.com/home/main.mpx> for browser/search box).

- a. Mark A Greene and Dennis Meissner, "More Product, Less Process: Revamping Traditional Archival Processing," *American Archivist* (Vol. 68, No. 2, Fall-Winter/2005), 208-263. PDF file available on the SAA website.
- b. Donna E. McCrea, "Getting More for Less: Testing a New Processing Model at the University of Montana," *American Archivist* (Vol. 69, No. 2, Fall-Winter/2006), 284-290. PDF file available on the SAA website.
- c. Christine Weideman, "Accessioning as Processing," *American Archivist* (Vol. 69, No. 2, Fall-Winter 2006), 274-283. PDF file available on the SAA website.

Course Requirements: There are four basic course requirements for History 5343. Each student must:

- a. Accession, inventory, arrange, and describe the assigned archival or manuscript collection(s);
- b. Complete an appropriate finding aid to the collection using UTA's *Processing Manual* as a guide;
- c. Write a collection-level description of the collection, catalog and classify the collection;
- d. Prepare a news release about the collection.

Grading Policy: A student's semester grade will be based on the following criteria: arrangement and description of the collection, 75% of grade; collection-level description and cataloging record, 15%; news release, 10%.

HIST 5350- History of Cartography- Demhardt- Online asynchronous

Course Description

A map is as valid mode of expression as a text – and often a good map tells a complex story much better than any lengthy text. To 'crack the code' of maps this course provides a general introduction into both the techniques of cartography and selected major topics in the course of its history. It provides a basic overview of the development of surveying, map making, and map use from ancient origins to 20th century technologies. In this online class, students will read and critically assess textbooks, work on several short assignments and write a term paper.

Student Learning Outcomes

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

1. describe and evaluate the main techniques and eras in cartography
2. asses a variety of map categories by formal and contextual criteria
3. produce and exchange critical appraisals of course readings

Possible Required Readings

Kimerling, Jon & et al.:

Map Use.

Redlands (Esri) 2016. 8th edition. Available also as E-Book + semester digital rent!
ISBN 978-1-58948-442-9 (paperback version)

Schulten, Susan:

The Geographical Imagination in America, 1880-1950.
Chicago (Chicago University Press) 2001.
ISBN 0-226-74056-0 (paperback)

Thrower, Norman J.W.:

Maps & Civilization. Cartography in Culture and Society.
Chicago / London (University of Chicago Press) 3rd edition 2007.
ISBN: 978-0-226-79974-2 (paperback)

Wilford, John N.:

The Mapmakers.
New York (Vintage Books) 2nd edition 2001.
ISBN: 0-375-70850-2 (paperback)

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

HIST 5361- Transatlantic Radicalism- Zimmer- Tuesdays, 7 p.m.

Course Description

This course will meet online via Microsoft Teams each Tuesday evening, but will also include asynchronous components.

This colloquium will familiarize students with recent historical scholarship on nineteenth- and twentieth-century radical movements that utilizes transnational and global frameworks. Topics will include the cultures, institutions, and networks of revolutionary movements that moved across or transcended national borders. Readings will cover a range of anti-capitalist and anti-statist movements that extended around, across, and beyond the Atlantic region, and highlight the range of methodological approaches that historians have employed to study them.

Possible Required Readings

- Timothy Messer-Kruse, *The Yankee International: Marxism and the American Reform Tradition, 1848-1876*
- Winston James, *Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in America, 1900-1932*
- Kenyon Zimmer, *Immigrants against the State: Yiddish and Italian Anarchism in America*
- Kirwin R. Shaffer, *Anarchists of the Caribbean: Countercultural Politics and Transnational Networks in the Age of US Expansion*
- Jonathan Hyslop, *The Notorious Syndicalist: J.T. Bain: A Scottish Rebel in Colonial South Africa*

- Ilham Khuri-Makdisi, *The Eastern Mediterranean and the Making of Global Radicalism, 1860-1914*
- Hourì Berberian, *Roving Revolutionaries: Armenians and the Connected Revolutions in the Russian, Iranian, and Ottoman Worlds*
- *Wobblies of the World: A Global History of the IWW*, edited by Peter Cole et al.
- Julia L. Mickenberg, *American Girls in Red Russia: Chasing the Soviet Dream*
- Erik S. McDuffie, *Sojourning for Freedom: Black Women, American Communism, and the Making of Black Left Feminism*
- Martin Klimke, *The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties*
- Sean L. Malloy, *Out of Oakland: Black Panther Party Internationalism during the Cold War*
- Nicola Pizzolato, *Challenging Global Capitalism: Labor Migration, Radical Struggle, and Urban Change in Detroit and Turin*
- Emily K. Hobson, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left*

HIST 5363- US-Mexican War – Haynes - Wednesdays, 7 p.m.

Course Description

This course will offer an in-depth look at the most important war fought in the western hemisphere, the war between Mexico and the United States, 1846-48. For several years UTA's Center for Greater Southwestern Studies, working in collaboration with the Library's Special Collections, has developed a website to digitize the library's archival materials on the war, one of the best collections of its kind in either the United States or Mexico. The website also offers a growing number of secondary materials for students and researchers. In the first few weeks of the course, we will examine some of the latest literature on the conflict. The second half of the course will allow students to work on independent research topics related to the war, as well as biographies of the conflict's major participants. Their work will be included, with attribution, on the *Continent Divided* website.

Required Readings:

- Amy Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico*
- Peter Guardino, *The Dead March: A History of the Mexican-American War*
- *A Continent Divided: The U.S.-Mexico War*, <https://library.uta.edu/usmexicowar/>

HIST 5364 – British Empire - Baillargeon

Times to be announced and will be through TEAMS

Course Description:

This graduate reading seminar focuses on the history of the British Empire in the modern period. The course is designed to familiarize students with debates that have defined scholarship in British imperial history over the past century, while also introducing students to new trends that have emerged in the discipline in the twenty-first century. In this course, we will examine a number of important topics common in the literature. This includes the importance of free trade and metropolitan finance in the imperial project, the role and significance of race and gender in the empire, the relationship between the British Empire and humanitarian thought, the ways in which empire has impacted and continues to impact life in domestic Britain, and how new trends in transnational and global history have shaped more recent scholarship on modern Britain and its empire. In focusing on these themes, students will come to a better understanding of how the historiography of the British Empire has shifted over time, as well as how scholars today are reimagining and reframing the discipline in new and exciting ways.

Required Readings:

Any additional readings will be posted online

- Jordanna Bailkin, *Unsettled: Refugee Camps and the Making of Multicultural Britain* (Oxford, 2018)
- James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Angloworld* (Oxford, 2009)
- John Darwin, *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (Cambridge, 2009)
- Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination 1830-1867* (Chicago, 2002)
- Catherine Hall, Nicholas Draper, Keith McClelland, Katie Donington, and Rachel Lang (eds.), *Legacies of British Slave-Ownership: Colonial Slavery and the Formation of Victorian Britain* (Cambridge, 2014)
- Kennetta Hammond Perry, *London is the Place for Me: Black Britons, Citizenship and the Politics of Race* (Oxford, 2016)
- Erika Rappaport, *A Thirst for Empire: How Tea Shaped the Modern World* (Princeton, 2017)
- Priya Satia, *Empire of Guns: The Violent Making of the Industrial Revolution* (Palo Alto, 2019)
- Bill Schwarz, *The White Man's World* (Oxford, 2011)

HIST 5365- Late Civil Rights- New Jim Crow- Ramsby- Mondays, 7 p.m.

Online-synchronous

Course Description

The “New Jim Crow,” merges African-American History with data studies to explore how anti-Black racist ideas, over the course of American history, contributes to the enforcement of traditional, as well as new modes of discrimination and oppression. We will read works by Michelle Alexander, Isabel Wilkerson, Carol Anderson, Christopher Wiley, and Ibram X. Kendi to consider the broad history of policies and tactics that have systematically impeded Black voter participation from 1865 to the present. We will hone in on mass incarceration as a stunningly comprehensive and well-disguised system of racialized social control that functions in a manner strikingly similar to Jim Crow.

Also, we will use data analytic methodologies to analyze quantitative and qualitative datasets related to recent voter suppression strategies. Specifically, we will examine how social media is being used as a tool to intentionally ignite a culture war by exacerbating racist views held by American citizens. We will track this phenomena using the “Internet Research Agency Ads Dataset,” a collection of over 3,000 advertisements run on Facebook sponsored by a Russian-linked company, and analyze how the nefarious appropriation of black culture and ideas are being used in an attempt to dissuade Black voter participation. Finally, we will use Tableau Public to create interactive visualizations that illustrate our understanding of ‘the New Jim Crow.’

Required Reading List:

- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
- *One Person, No Vote: How Voter Suppression Is Destroying Our Democracy* by Carol Anderson
- *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi
- *Mindf*ck: Cambridge Analytica and the Plot to Break America* by Christopher Wiley
- *Caste: The Origins of Our Discontents* by Isabella Wilkerson

HIST 6364- World Fairs- Research Seminar- Babiracki- Mondays 7 p.m.

For the first five weeks, for our last class, (and once mid-semester) we will have online synchronous meetings at the scheduled time. Otherwise, it will be independent research and individual consultations.

Course Description

The research colloquium titled "East Central Europe, World Expositions and International Fairs" will be an occasion to think about the history of East-Central Europe in a global context. The course will invite students to consider three related questions: 1) How did East Central European governments present their national visions and political projects at home and abroad at World Expos and international fairs throughout the twentieth century? 2) What did their participation in these events, even during the Cold War, tell us about the region's place in the world and the global dimension of state socialism? 3) How can we read the East-Central European experience against the background of Western preoccupation with visual culture and biopolitics, particularly in the context of modern imperialism? Readings for this course will include most recent literature on East European fairs and exhibitions, and rich scholarship on world fairs, expos, museums, and Western colonial empires. Works by historians will be central to the

course, but we will also engage with important scholarship in art history and anthropology which examine the architectural and material-culture aspects of fairs.