

Graduate Course Descriptions: Fall 2024

Overview

Monday

- HIST 5339—Theory & Methods (Babiracki)
6:00PM

Tuesday

- HIST 5342—Archives I (Sweeney)
6:00PM
- HIST 6100—History as a Profession, one-credit course (Conrad)
5:00PM
- HIST 5363—Native Americans and U.S. History: Reading Colloquium (Conrad)
6:00PM

Wednesday

- HIST 5364-032- Global Disability History: Reading Colloquim Synchronous Online (Rose)
6:00PM
- HIST 5364-004—History of Global Capitalism: Reading Colloquium (Baillargeon)
6:00PM

Thursday

- HIST 6363—Writing Nature into U.S. History: Research Seminar (Morris)
6:00PM
- HIST 6360 — American Revolutionary Era: Transatlantic Research Seminar (Narrett)
6:00PM

HIST. 5339: Theory & Methods

Instructor: Patryk Babiracki

Monday 6:00pm

Description of course content:

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: Archives I

Instructor: Jenny Sweeney

Tuesday 6:00pm

Description of course content:

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, programming and outreach, automation, conservation and preservation, and administration of collections.

Required Textbooks:

Heather MacNeil and Terry Eastwood, eds., *Currents of Archival Thinking*, Second Edition (Santa Barbara: Libraries Unlimited, 2017).

Laura A. Millar, *Archives: Principles and Practices*, Second Edition (New York: Neal-Schuman Publishers, Inc., 2017).

HIST. 6100: History as a Profession, one-credit course

Instructor: Paul Conrad

Tuesday 5:00pm

Description of Course Content:

This course introduces new PhD students in History to skills and information needed to succeed in both graduate school and as professional historians both within and outside of academia.

Student Learning Outcomes:

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

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

Grading:

This class is graded Pass/Fail. In order to pass this class, students must satisfactorily pass all assignments and attend class regularly.

Descriptions of Major Assignments:

- Attendance and Participation: Attendance and participation are vital to success in this course. Fewer than two unexcused absences are needed to receive a passing grade.
- Sample syllabi: Original syllabi for one lower-level and one upper-level undergraduate course.
- CV and resume: Creation of both an academic CV and a resume that can be updated and maintained for future use.
- Sample grant application: A grant application template that can be tailored and updated for future use.

HIST. 5363: Native Americans and U.S. History

Instructor: Paul Conrad

Tuesday 6:00pm

Description of course content:

This course provides an introduction to the field of Native American history and important questions and debates within it. We will focus in particular on considering the historical relationship between Indigenous peoples and the United States. In this vein, we will focus on both historical and historiographical questions, such as: To what extent have historians of the United States included Native Americans in national histories and why? How are understandings of major events or themes in U.S. history changed when explored from the vantage point of American Indian history? How have Indigenous communities grappled with the United States in their efforts to maintain cultural identities and political sovereignty over time? Throughout the semester, we will consider scholarship by Native and non-Native authors that shed light on these questions.

Student Learning Outcomes

1. Students will be able to explain challenges, sources, and methods historians use to research Native American history, including oral traditions, archeology, and strategies to read the documentary record critically.
2. Students will be able offer interpretations of the role of Native peoples in key themes and events in U.S. history, and the role of the United States in selected Native histories, through in-class discussions, presentations, and written assignments.
3. Students will be able to offer an in-depth analysis of one topic in Native American history of their own choosing through a capstone final project based on secondary sources. Options for this project will include a teaching-related project or a historiographical essay.

Course readings

The reading list has not yet been finalized, but we will focus on works by Native and non-Native scholars that provoke a rethinking of key moments in American history.

HIST 5364-032 Global Disability History. Reading Colloquium

MODE: Synchronous Online

Sarah Rose

Wednesday 6:00pm

Description of course content:

This class is both a global disability history class and a class focused on the overlapping and contentious historical experiences and policies of Deaf, deaf, and hard-of-hearing people transnationally. Deafness (or “hard-of-hearingness”) is both universal and ancient, but also absolutely socially constructed by cultures at the time historically. This class will draw on both disability history (and disability studies) and Deaf Studies, which overlap in interesting and sometimes conflictual ways.

Topics discussed will be:

- Transnational identities
- Transnational education and institutions (both oralism and sign language)
- Eugenics, immigration, and citizenship: policies and experiences
- Labor: the right to labor and policies aimed at laboring
- Medical and technological “cures” and people taking control back from “cures”
- Cochlear implants, language, and technology
- The Enlightenment and the centrality of examining disabled people in philosophy
- Passing and also the experiences of people who have Deaf-Blindness
- Dialogues between Disability Studies and Deaf Studies over ethnic/identity rights and disability rights

Requirements:

- Participation in discussion (30%), using Teams video/audio
- Pre-class questions (25%)
- Take-home midterm essay (15%)
- Final paper (30%)

HIST. 5364-004: History of Global Capitalism Reading Colloquium

Instructor: David Baillargeon

Wednesday 6:00pm

Description of course content:

This course introduces graduate students to the historiography on global capitalism. Students in the class will read a broad spectrum of books and articles related to the theme of capitalism and world history, ranging from older theoretical works from the likes of Adam Smith and Karl Marx 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, to lead class discussions twice during the semester, and to write a final historiography paper on a topic of their choice.

Potential Readings:

Sven Beckert, *Empire of Cotton*

Mariana P. Candido, *Wealth, Land, and Property in Angola: A History of Dispossession, Slavery, and Inequality*

N.D.B. Connolly, *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*

Christine Desan, *Making Money: Coin, Currency, and the Coming of Capitalism*

Margarita Fajardo, *The World That Latin America Created: The United Nations Economic Commission for Latin America in the Development Era*

Sam Gindin and Leo Panitch, *The Making of Global Capitalism: The Political Economy of American Empire*

Greta R. Krippner, *Capitalizing on Crisis: The Political Origins of the Rise of Finance*

Gary Y. Okihiro, *Pineapple Culture: A History of the Tropical and Temperate Zones*

Mae Ngai, *The Chinese Question: The Gold Rushes and Global Politics*

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time*

Erika Rappaport, *A Thirst for Empire: How Tea Shaped the Modern World*

Caitlin Rosenthal, *Accounting for Slavery: Masters and Management*

Victor Seow, *Carbon Technocracy: Energy Regimes in Modern East Asia*

Adam Smith, *The Wealth of Nations*

Philip J. Stern, *Empire, Incorporated: The Corporations That Built British Colonialism*

Robert C. Tucker (ed.), *The Marx-Engels Reader*

HIST. 6363: Writing Nature into U.S. History: Research Seminar

Instructor: Chris Morris

Thursday 6:00pm

Description of course content:

Elements of the natural exist in dynamic relationship with all human history. Obvious examples include the soils people worked and trod upon, the climates in which they lived and labored, the energies that fueled their activities, provided warmth, and cooked their food, food those soils, climates, labors, and energies produced. Nature exists in history in less obvious but perhaps no less significant ways, for example, in and under the domes of airconditioned (or not) buildings in which people spoke and negotiated legislation, in the materials they wore, whether “natural” or not, in the bodies those materials enclothed, bodies that consumed energy, breathed and exhaled gasses and microorganisms, and that aged, as all bodies naturally do. The documents produced by farmers, grain merchants, householders, chefs, politicians, and everyone else, documents perhaps read in later times by historians, were made from elements of nature, the paper and ink taken from forests, fields, and underground stores of petroleum. And so on and so forth. Nature is everywhere in history, whether or not historians choose to see and consider it (and for the most part, whether they do or do not see and consider nature is entirely up to them and that is fine; not every historian must be an environmental historian). However, in this class students will consider the place of nature in history.

This is a research seminar in U.S. history intended for advanced graduate students who have thought about a term paper, thesis, or dissertation topic and who have, or will have by the first class, identified some primary sources. The aim of the class is to have students write a 20-25 page essay based on primary sources that writes, as it were, nature into their thesis or dissertation topic, whatever that topic may be and whether or not it is an obvious subject for environmental history, because, after all, elements of the natural exist in dynamic relationship with all human history.

Students will devote themselves to research and writing, and so readings for class will be minimal.

Grades will be distributed across several components of essay writing: historiography, primary sources, abstract, draft, final essay.

Possible Texts Include:

Jenny Price, “Thirteen Ways of Seeing Nature in L.A., Part I,” *Believer Magazine*, April 1, 2006, and “Thirteen Ways of Seeing Nature in L.A., Part II,” *Believer Magazine*, May 1, 2006.

Mark Fiege, “Land of Lincoln,” from *The Republic of Nature* (Seattle: University of Washington Press, 2013).

HIST. 6360: Research Seminar in the American Revolutionary Era

Instructor: David Narrett

Thursday 6:00pm

Description of course content:

This seminar focuses on the American Revolutionary era (1760-1800). While exploring this broad period, students will write a research paper based on an analysis of primary sources along with relevant secondary literature. Students may select a research topic, with the instructor's approval, on a broad range of subjects. These topics include the changing relationship between Great Britain and its American colonies, the causes of conflict, and the Revolution's character and impact measured in political, economic, constitutional, ethnic, religious, social, or cultural terms. The course opens diverse perspectives on a critical era of crisis and change in North America and the Atlantic world. The research paper's main purpose is to allow students to examine a particular topic in depth and to address significant historiographical questions, i.e., issues recently debated among historians.

Required Textbooks:

Bernard Bailyn, *To Begin the World Anew: The Genius and Ambiguities of the American Founders* (New York: Vintage, 2004)

ISBN-0-375-71308-5

Nicholas Griffin, *America's Revolution* (New York: Oxford University Press, 2013)

ISBN 978-0-19-975480

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Eighth edition)

ISBN: 1457690888 or ISBN-13: 9781457690884

All three books are available in paperback.