Department of History
Fall 2014 Course Descriptions
Graduate

H591: Teaching World History  (Machado)

Over the past 30 years or so, the field of world history has grown to become firmly established with the historical profession. This has been the case not only in the United States but also, increasingly, in other parts of the world such as China and Australia. But in the past decade, especially, the field has been gathering in strength because of the growth in interest among historians of various stripes to go beyond the confines of the nation-state model and even the Area Studies paradigms that have been so dominant in intellectual conceptualizations of territoriality and spatial epistemologies. This course introduces students to the issues and conceptual possibilities of approaching history from a world or global perspective. It will survey historiographies and methodologies, including civilizational approaches, transnational movements, migration and world systems theory. It will address specific problems such as how to rethink area divisions rooted in the Cold War and colonial eras, and how to think about periodization on a global scale.

The goals are to encourage students to consider research that can illuminate large-scale historical processes, engage in comparative and cross-cultural histories, or explore geographically dispersed phenomena such as international politics, borderlands and oceanic regions. In the latter part of the course, students will think and engage critically with the challenges of teaching world and/or global history, and will produce a complete syllabus for the college classroom. As students will discover during the semester, some of the most exciting, suggestive and stimulating work in the historical profession is being conducted in world and global history.

H601: Introduction to the Professional Study of History  (Bucur)

Obtain online authorization for above class from Graduate secretary; for new History graduate students only.

Introduces graduate students to core intellectual and professional parameters and challenges of becoming a historian, from theory and methods to the job market in the twenty-first century. We will read and discuss foundational works across a wide range of periods and geographical areas. Each student will have the opportunity to also develop analytical, writing, and presentation skills through a number of in-class and homework assignments.
H601: Introduction to the Professional Study of History  (Wu)

Obtain online authorization for above class from Graduate secretary; for new History graduate students only.
Introduces graduate students to the demands of the historical profession, and to the theory and methods of history, through the reading and discussion of foundational works across a wide range of periods and geographical areas.

H610/H710: Essential Readings in Late Antiquity    (Deliyannis)

Since 1971, the historical period "Late Antiquity" has become an important category of scholarship and research, although its chronology and meaning are still hotly debated. Did it extend from AD 235-800, or should it be understood more narrowly? Did every part of the Roman empire experience a Late Antiquity, or only some parts? This course will familiarize students with key issues and scholarly debates in the history of Late Antiquity. We will read books and articles that represent key scholarly ideas, and will talk both about the periodization of antiquity and the Middle Ages, and about the meanings that are attached to different aspects of culture and society through such periodization. We will look at politics, religion, popular culture, gender, family, art, ethnicity, and other topics. Students will be expected to participate actively in class discussions every week. Each student will write a book review, which will be presented in class, and will produce a bibliographic essay on the topic of the student's choice, which will also be presented in one of the last class meetings.

H615: Intellectual Cultures of the Renaissance    (Schneider)

The early modern period in European history begins in the late Middle Ages and arrives at the threshold of the Enlightenment, encompassing the birth of humanism, the Renaissance, the Reformation, the European wars of religion, and the scientific revolution. This team-taught course will chart both historical continuity and cultural change to ask how this rich, paradoxical, and often contradictory age remains profoundly distant from our own yet laid the foundations of the modern world.

The course will be organized as a series of interlocking investigations into the forces that shaped the early modern world: courts and court culture, book and print culture, networks of knowledge, humanism, neostoicism. It will explore the impact of those forces across national and disciplinary boundaries, drawing on both primary texts and secondary readings. Blending cultural history and literary criticism, this course will introduce students to a wide range of methodological and theoretical approaches to studying the distant past.

This course fulfills the pre-modern requirement for graduate students in Comparative Literature.
H620: Modern Germany   (Roos)

This course examines major problems and historiographic debates in German history of the nineteenth and twentieth centuries. It emphasizes the interconnections between German history, on the one hand, and broader European and worldwide developments, on the other hand. One key focus is on efforts to explain the origins and legacies of National Socialism. Was Nazism the result of an abnormal German path (*Sonderweg*) into the age of industrial capitalism and the nation-state? To what extent does the Nazi dictatorship shed light on latent pathologies of modern economic organization, intellectual life, and politics not necessarily unique to Germany? What does the remarkable stability of West German democracy after 1949 tell us about the politics of memory in the process of rebuilding Europe from the ashes of World War II? How can the case of the dissolution of the German Democratic Republic help us gain a better understanding of the demise of communism in Eastern Europe after 1989? In engaging these fundamental questions, German historiography offers rich discussions about the nature of “progress,” the complexities of national identity, and the value of international comparisons and transnational approaches that are of great interest to a broad range of historians from different geographic fields.

The readings include books, as well as shorter essays on theoretical and historiographic questions. We will read a number of classics including, for instance, Hans Ulrich Wehler, *The German Empire, 1871-1918*, David Blackbourn and Geoff Eley, *The Peculiarities of German History: Bourgeois Society and Politics in Nineteenth-Century Germany*, and Detlev J. K. Peukert, *The Weimar Republic*. We will also discuss a range of more recent studies at the cutting edge of current research. Among the latter are, for instance, Sebastian Conrad, *Globalization and the Nation in Imperial Germany*, David Ciarlo, *Advertising Empire: Race and Visual Culture in Imperial Germany*, Kristin Kopp, *Germany’s Wild East: Constructing Poland as Colonial Space*, Mary Fulbrook, *The People’s State: East German Society from Hitler to Honecker*, and Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth-Century Germany*.

Requirements: Regular attendance, one in-class presentation, two 4-6 page book reviews, and one 12-15 page historiographic essay.

H640/H740: Imperial Russia   (Eklof)

This course will look at selected themes in the history of Imperial Russia. Students will be required to write 3 1-2 page responses, each 1500-2000 words in length, to readings, and to write a bibliographic/critical essay 15-20 pages in length to complete the course. Graduate students without a working knowledge of Russian are welcome in the course. Reading will include selected monographs and a variety of articles, mostly available on J-Stor or Project Muse. The selection will include a mix of foundational works and those representing recent
directions. The topics to be covered, subject to change, are as follows [the list may be trimmed once I discover the priorities and interests of those enrolled, in order to allow more detailed treatment]:

1) The “autocratic project: including how power was structured and displayed, reform moments and goals; the state’s repressive apparatus, and Great Reforms, Education, Stolypin and Witte. We will not deal extensively with Empire, since Professor Raun offers a course in this area.

2) Provincial History: this is a new and exciting field in Russian studies

3) The World of the Russian Peasant: daily life, serfdom, peasant commune, family, resistance and rebellion, literacy, gender, change, representations by the artistic and literary elite.

4) The opposition movement: Decembrists, A. Herzen, populism, marxism, liberalism, nationalism; state and society, society and folk, the formation of political parties, and the Duma. The “women’s question” of the 1860s, feminism and socialism. The nobility as a political force in Russian politics

5) Social Organization and Structure, Daily Life (urban and rural/elite and popular); the “decline of the Russian nobility”; civil society

6) Russia as a Great Power: the perils of latecomer status in modernization

7) The Revolution of 1905 (“dress rehearsal for 1917?)

8) War, the military and society, war and memory (1812 and the Crimean War); the path to World War I, and Russian performance in.

Organization: we will have common readings, both monographs and articles. Students are to post two questions on Oncourse each week at least 24 hours before class, as a contribution to class discussions. Each student will choose a week when s/he will give a half hour oral presentation based on extensive readings for the topic we are discussing that week. That presentation will be the core of the critical essay to be submitted at the end of the semester.

Students signed up for 740 (seminar) are required to do a selection from the common readings [to be negotiated with me], and to produce an original research paper [attendance after the first four weeks is recommended but not required.

Students at all levels of prior preparation are encouraged in advance, as well as during the semester, to keep on hand textbooks on modern Russian history, both new and less recent; to compare treatments in terms of coverage, narrative directions, source bases, changing emphases and priorities. During the semester we will also discuss how Russian history is treated
in the West and Russia outside narrow scholarly circles, in secondary school textbooks and popular history.

**H650: Culture and Politics in the American Century  (Bodnar)**

This course is a readings colloquium that examines the culture and politics of the United States in the twentieth century. Readings and discussions will focus on the theme of national identity and how a sense of the nation’s character was influenced by war, race, gender, film, memory and liberal and conservative ideas. Students will read and report on key books and articles and prepare several short papers that interpret the relevant literature and films. Major attention will be directed toward the idea of American exceptionalism and the rise of human rights as a political ideal. Some attention will also be paid to the idea of exceptionalism and the War on Terror.

**H650: Early American History in a Global Context  (Dierks)**

The trend to globalize Early American History is rapidly gaining momentum, though it is still in an experimental phase. We will thus begin by asking theoretical questions about the relationships between national history, colonial and postcolonial history, Atlantic history, hemispheric history, Pacific history, transnational history, and global history. After comparing and analyzing these “geographical turns” in the writing of American history, we will scrutinize some exemplary monographs with the aim of extracting the most effective teaching narratives, research programs, and writing techniques for the globalizing of American history.

This course is meant to serve graduate students preparing for qualifying exams in American History from the 16th into the 19th century, as well as those developing dissertation projects seeking to broaden the study of American history. Written work entails an annotated bibliography and a review essay.

**H699: The Atlantic World since 1800  (McGraw)**

In this course we will think through an Atlantic world perspective in the aftermath of slave emancipation, colonialism, capitalism, and the racialized labor systems they brought into being. We will take the contours of this world to be the shifting realm of production, exchange, and consumption whose networks linked the peoples of various parts of Europe, Africa, the Americas, and eventually parts of Asia as well. Perspectives on this world will allow us to analyze the connections between slavery and freedom, colony and metropole, race and nation, the so-called "primitive" and the so-called "modern." Helping us along the way are works including Ada Ferrer, Independent Cuba; Kate Ramsey, The Spirits and the Law; Amy Stanley, From Bondage to Contract; Richard Price, The Convict and the Colonel; Cindy Hahamovitch, No
Man's Land; J. Lorand Matory, Black Atlantic Religion; Deborah Thomas, Modern Blackness; and other works. Course can count as US, Latin American, or African history credit, depending on student need.

**H699: Introduction to Eighteenth-Century Studies  (Spang)**

From the Age of Johnson to the era of the transatlantic slave trade, from the Age of Reason to the cult of sensibility: the eighteenth century has been many different things to many different scholars. Since the founding of the American Society for Eighteenth-Century Studies in 1967 (and of the International Society, more than a decade later), the long eighteenth century (1688-1815) has also been institutionalized as one of the most established sites of self-proclaimed inter- and multi-disciplinary conversation within the academy. This course aims to introduce students to some of those discussions. Our focus will be on key eighteenth-century texts and recent interpretative debates but we will also be attentive to the history of the field itself. How, we will ask, have our chronologies and geographies of the eighteenth century shifted over the past fifty years and why? All required readings will be in English but students with relevant expertise are encouraged to write on non-English materials.

Requirements and Assessment: We will meet in weekly seminars and regular, engaged participation is expected. More than one absence may result in a failing grade for the course (regardless of grades on written work). Final grades will be determined by participation (20%), two short assignments (15% each), and a final paper (50%).

**H675: Modern Chinese Historiography  (Wang)**

Historians like to argue with each other, so a good way to familiarize oneself with a particular field of study is to look at what issues historians choose to debate on. Using this approach, this course aims to introduce beginning graduate students to major historiographical issues in modern Chinese history in the last few decades. Topics to be covered include: Western impact-Chinese response paradigm vs. the call for China-centered approaches, the “Involution” debate over China’s rural economic growth, the nature of state-society relationship, the rise and consolidation of the Communist regime, the causes of the Cultural Revolution, modernization paradigm, civil society/public sphere, etc.

This course will be divided into several units; in each unit (1-3 weeks), we will focus on one major issue/debate. Each week students are expected to read one book or four journal articles/book chapters. Assessment is based on class participation and a 20 pages review article. All readings will be in English. Background knowledge in Chinese history will be helpful but not necessary.
What is historiography? Does the historiography of the Middle East display defining characteristics that distinguish it from, for example, European or Latin American historiography? Can the study and analysis of Middle East historiography reveal as much about Western perspectives of the Middle East as it does about the actual “history” of the region? Using these broad questions as points of departure, this course will survey the Western canon of historical writing on the region we now know as the Middle East. In the process, it will seek to place this body of literature in the context of larger historical and historiographic trends by reviewing major theoretical and methodological developments in the humanities and social sciences, examining their employment in concrete research projects focusing on the Middle East, and analyzing the resulting debates that have ensued within the profession. This course is designed for NELC graduate students and those in History who have an interest in the Middle East.

Course Format
This course will meet once weekly. Meetings will consist of presentations from and discussion of the assigned readings.

Class Attendance and Participation
All students will be required to read all assigned material, attend all class meetings, bring each meeting’s assigned readings to class, and participate meaningfully in all discussions.

Assignments and Grading
Students in the NELC section of this class will be graded on the basis of two broadly defined assignments: (1) Attendance and Participation. This component, which includes formal presentations (10%), written summaries of weekly readings including questions for discussion (15%), and participation in the general discussions (15%), constitutes 40% of the final grade. (2) Essay. Each student will write a 12-15 page analytical paper on a topic to be determined in consultation with the instructor. This component constitutes 60% of the final grade.

In addition to fulfilling all of the aforementioned requirements, students in the HIST section will submit a 3-4 page paper asserting the methodological utility of a specific approach to Middle East history. This will entail the application of this approach to a primary source (in translation) that will be provided by the instructor. As these papers will be the basis of HIST students receiving an additional (4 rather than 3) hour of credit, they will be graded according to exacting standards. Those failing to meet those standards will be returned for revision. Thus, grading for students in the HIST section will be based on the following formula: (1) Attendance and Participation – 40% (same as NELC); (2) 12-15 page paper – 40%; and (3) 3-4 page paper – 20%.
H699: The United States and South Africa  (Lichtenstein)

Scholars interested in comparative and transnational history have long considered the histories of South Africa and the United States in tandem. Both countries have been shaped by European colonization, frontier expansion, slavery, and state-sanctioned white supremacy and racial capitalism. Both have seen globally significant struggles for racial justice.

In this graduate readings colloquium we will consider key texts in comparative US and South African history; works that examine transnational connections between the two societies; and primary and secondary sources from each national history that we can bring into dialogue. The idea is for students to understand the main currents of historical development in two racialized social orders, and to trace the rise and fall of these social systems; to compare these historical phenomena; and to think about how these histories may have influenced one another. One goal of the course is to move from comparative to transnational history as a method. Topics covered will include settler societies, slavery & emancipation, segregation, sharecropping, civil rights/anti-apartheid, and Black Nationalism.

Selected readings: Fredrickson, Black Liberation; Lake and Reynolds, Drawing a Global Colour Line; Gerhart, Black Power in South Africa; Carmichael, Black Power; Biko, I Write What I Like; Campbell, Songs of Zion; Vinson, The Americans Are Coming.

H699: Women in the African Diaspora  (Myers)

Over the last two decades, the concept of a “Black Atlantic” or “African Diaspora” has become a powerful theoretical and ideological construct in the academic world. What, however, makes scholars believe that residents of vastly differing nations, who speak a multitude of languages and practice oft-conflicting faith systems, are members of a global community? What common factors draw such disparate peoples together, and what unique local experiences prevent scholars from entirely subsuming those they study into one common category? Is it color, enduring institutions of family or food-ways, the specter of slavery, or something else altogether that binds together black people worldwide? Or is it perhaps nothing more than our own yearning for community that makes us see connections where there are none?

Using these questions as our backdrop, we will spend the semester analyzing historical scholarship on black women from various regions of the Diaspora. Our readings will take us from Canada and the United States to Mexico and the Caribbean, from Spanish-speaking Latin America to Brazil, and from England to the African Continent. The literature, both theoretical and topical, will encompass a lengthy span of time, challenging us to compare and contrast black women’s lives from before the era of African and European contact through the creation of an Atlantic World, to the revolutions and rebellions of the nineteenth century, and then the
struggles of the post-colonial age. The goal will be to consider both the similar and the unique historical conditions under which black women labored for self-definition and autonomy in these disparate yet often connected regions of the world. By placing black women at the center of our examination, we will strive to better understand the ways in which raced and gendered identities have been invented and reinvented in a global context, and then articulate and appreciate the ways in which black women’s lives both connect and diverge across time, space and place.

Weekly assignments will consist of reading one monograph plus one-two articles, as well as constructing a brief written analysis of said readings. By familiarizing students with the literature and debates in Diaspora History, this course will help students (1) identify a research topic for a future seminar or thesis; (2) begin to prepare for qualifying exams in the African Diaspora field; and (3) sharpen their abilities to engage critically and constructively with scholarship.

Every student will be responsible for one-two presentations on the weekly readings during the semester; short, weekly analyses of the readings; a scholarly book review; a grant proposal; and a historiographical essay (due at the end of the semester).

H765: Race, Revolutions, and Counter Revolutions in Latin America (Gould)

This course's primary aim is to aid students to research and write scholarly articles and/or potential dissertation chapters. The course will also have a common theme: the promise and failure of Latin American revolutionary movements during the 1960s and 1970s. The class will begin with some methodological readings that will orient the student about different approaches to historical research. The subsequent readings will address several questions: a). Key debates, for example, on the mode of production dominant in Latin American societies and the political consequences of that analysis. Similarly, the role of race and ethnicity in Marxist theory (and its critics) had great salience in Cuba, Central America and the Andean countries. What was the relationship between scholarship and politics in the 1960s and 1970s? Are the unresolved debates from that era still relevant? b.) Since 1989, intellectuals and scholars have attributed violence in Latin America and elsewhere to revolutionary utopian thought. How do we evaluate that argument? Specifically, in the Central American case, US policy makers and some academics argue that it was the revolutionary left that provoked the violent response of the state and thus bears a major responsibility for the human tragedy that engulfed the region. During the 1970s, were there other alternatives to achieving social change and democracy in the region? d) Indigenous and women’s movements have also levied significant charges against the revolutionary left for its blindness and insensitivity toward issues of ethnicity and gender. One question that emerges from this discussion is whether or not the left enabled, while
limiting, the emergence of these social movements. e. Counterrevolutionary movements and
governments often predated the emergence of revolutionary movements. They either deposed
populist governments (Brazil, Argentina) or emerged as a military-oligarchic alliances before the
Cold War hardening into anti-Communist authoritarian regimes by the 1950s (Central America).

Although students will be encouraged to link their topic with the specific themes of the course,
they will not be required to do so. Student research, however, should have some bearing on
some aspect of the course.

One-half of the classes will be taken up with group discussions. During those weeks, students
will be expected to write 1-2 page commentaries on the readings which will be due by Sunday
evening and posted on the One Course site. The commentaries should end with some
discussion questions. They will be expected to read the other commentaries and to bring a
printed copy of their own to class. The remaining weeks will be devoted to individual
discussions with the professor. At the end of the semester, students will offer oral critiques of
each other's written work and two class sessions at the end of the semester will be devoted to
the students' papers.