Descriptions for Fall 2017 (with Summer 2017 registration info)

To help you with planning, here is a tentative listing of the courses offered over the course of the 2017-18 AY. Spring courses are subject to faculty availability (and for that matter, Fall courses must have at least five students in order to be offered.)

**Fall 2017**

- **HIST 5339** – Theory and Method - Reinhardt (Monday)
- **HIST 5365-025** – The Digital Medieval – Beebe (Monday)
- **HIST 5364** – The Great War – Palmer (Tuesday)
- **HIST 5345** – Intro to Public History – (Tu) – Dr. Evelyn Montgomery – Dallas Historical Village
- **HIST 5361** – West Africa/Transatlantic – Jalloh – (Wednesday)
- **HIST 5365-010** – Gender, Race, Sex, and Marriage – Cole (Wednesday)
- **HIST 6360** – Seven Years War - Research Seminar - Narrett (Thursday)
- **HIST 5363** – Mexican-American History – Salinas (Thursday)

**Spring 2018**

- **HIST 5340** – U.S. Historiography -Haynes – (Monday)
- **HIST 6361** – Cartography Seminar – Demhardt (Monday)
- **HIST 5363** – Mexico - LaFevor (Tuesday)
- **HIST 5365** – Commodities – Morris – (Tuesday)
- **HIST 5364** – Transnational Travelers Colloquium – Milson (Wednesday)
- **HIST 6365** – Research Seminar on French Emigrés to the United States– Reinhardt (Wednesday)
- **HIST 5349** – Intro to Transatlantic History – Zimmer - (Thursday)
- **HIST 5348** – Oral History – Saxon (Thursday)

**Summer 2017:** The Department will not offer any grad-only courses this Summer, due to restrictions placed by the University. You may take an upper-division undergrad course offered by a tenured or tenure-track member of the Department, providing that you did not take the course as an undergrad, and that you get permission from the instructor. Contact scole@uta.edu for more information.

**Fall 2017**

**HIST 5339  HISTORICAL THEORY AND METHODS**

**REINHARDT**

**MON 7:00-9:50pm**

**COURSE CONTENT & OUTCOMES:**

Our course is an introduction to the discipline of history and required for all History graduate students. No prior knowledge of historiography is expected or required. After successfully completing the course, students embarking on the graduate-level study of history will be familiar with the:

- epistemological problems inherent in the discipline;
- basic methodologies of historical research;
- variety of source materials available; and
- range of options open to historians.

We will first consider the broad philosophical problems inherent in the discipline, survey the modern social theory underlying much of twentieth-century historical thought, and review more recent postmodern and literary-theoretical trends in the discipline. We will then examine in greater detail some of the innovative work being done in gender history, anthropological approaches to history, and the new cultural history.

**REQUIRED TEXTS:**


**ASSIGNMENTS & GRADES:**

*Reading:* Each student is responsible for reading all selections. *Written:* Students will write a total of five formal reviews. The first four are worth 15%, the last is worth 20%. *Oral:* Students are expected to participate in class discussions and may be asked to comment at any time, on any selection. Each student must also serve as reporter on a selection, making a 15-minute, in-class presentation on the assigned reading. Oral participation is worth 20%.
HIST 5345  Introduction to Public History
Dr. Evelyn Montgomery (Dallas Historical Village)  Tuesdays, 7-9:50 p.m.

This course will explore the theoretical, methodological and practical issues of bringing informative, collaborative historical interpretation to the public. Readings, discussion and site visits or guest speakers will explain the practice of history in museums, archives, historic preservation, film and online outreach. Texts include The Anarchist’s Guide to Historic House Museums (Deborah Ryan and Frank Vagnone), Beyond Preservation: Using Public History to Revitalize Inner Cities (Andrew Hurley), and readings on oral history, interpretive writing, nostalgia and public memory, and historical relevance for the modern learner.

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HIST 5361 – Reading Colloquium on West Africa
Jalloh  Wednesdays 7-9:50 p.m.

The course examines the historical literature on West Africa and the region’s relations with the Atlantic world, particularly the United States. Topics include African American political, social, and economic contributions to the making of modern West Africa; the founding of Sierra Leone and Liberia; and the relationship between African Americans and West Africans.

Textbooks

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HIST 5363 – Reading Colloquium on Mexican American
Salinas  Thursdays 7-9:50 p.m.

This course will examine recent works in Mexican American history to provide a broad survey of current debates and approaches to studying Mexican American experiences in the nineteenth and twentieth centuries. Works will cover a variety of approaches, from cultural and intellectual, to economic and social history, and geographical regions: the U.S.-Mexico border, the U.S. Southwest, the Midwest, and the South.

Assignments will include weekly reading responses and a final paper examining an aspect of Mexican American history in greater depth.

Booklist (subject to change):
Luis Alvarez, The Power of the Zoot: Youth Culture and Resistance during World War II (cultural history, comparative history, World War II)
Carlos Kevin Blanton, George I. Sanchez: The Long Fight for Mexican American Integration (Civil rights history; World War II and Cold War)
Gerald Cadava, Standing on Common Ground: The Making of a Sunbelt Borderland (border history; transnationalism; economic history)
William Carrigan and Clive Webb, Forgotten Dead: Mob Violence against Mexicans in the United States, 1848-1928 (U.S. West; 19th century)
Maria Raquel Casas, Married to a Daughter of the Land: Spanish-Mexican and Interethnic Marriage in California, 1820-1880 (19th century; gender)
Ruben Flores, Backroads Pragmatists: Mexico’s Melting Pot and Civil Rights in the United States (transnational; Progressive Era)
Matt Garcia, From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement (agricultural labor; social movement history)
Kelly Lytle Herndandez, *Migra! A History of the U.S. Border Patrol* (border control and militarization; immigration)

Anne Martinez, *Catholic Borderlands: Mapping Catholicism onto American Empire, 1905-1935* (transnationalism; religion; Midwest)

Natalia Molina, *Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939* (urban Progressive Era history; public health)

Lorena Oropeza, *Raza Si! Guerra No! Chicano Protest and Patriotism During the Viet Nam War Era* (Chicano Movement; Vietnam War)

Julie Weise, *Corazon de Dixie: Mexicanos in the U.S. South Since 1910* (Mexicans in the South; agricultural history)

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**HIST 5364  -Reading Colloquium on the Great War**

**Palmer**

Tuesdays 7-9:50 p.m.

Email: scott.palmer@uta.edu

**DRAFT SYLLABUS**

**Course Description:**

During the past century, Russia’s participation in the Great War (1914-1918) was largely ignored by historians and the general public. Standard narratives of the “war to end all wars” emphasized the Western experiences of trenches and attrition while histories of Russia tended to slight the events of 1914-1917 in favor of emphasizing the revolution that gave rise to the USSR. Currently, an international group of scholars is at work on a new program of research and publication aimed at re-examining and re-evaluating Russia’s Great War – not as prelude to “Red October,” but as a “continuum of crisis” which set into motion events that fundamentally altered Eurasia and much of the world. This seminar draws upon the resources and expertise of the international scholarly project *Russia’s Great War and Revolution, 1914-1922* (russiasgreatwar.org) to provide students an opportunity to study, document, and, contribute to re-telling the history of the twentieth-century’s most momentous events.

**NOTE:** This course neither requires nor presumes that students possess prior knowledge of Russian history; it is structured accordingly.

**Required Course Texts:**

Wayne Dowler, *Russia in 1913*

Orlando Figes, *A People’s Tragedy: The Russian Revolution, 1891-1924*

Sheila Fitzpatrick, *The Russian Revolution* (3rd ed.)

John Reed, *Ten Days that Shook the World*

David R. Stone, *The Russian Army in the Great War: The Eastern Front, 1914-1917*

These monographs will be supplemented by scholarly articles, essays, and literary/artistic works circulated in electronic form.

**Course Requirements:**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>Attendance/participation</td>
<td>20%</td>
<td>Weekly</td>
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<tr>
<td>Class presentation</td>
<td>20%</td>
<td>Various</td>
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<tr>
<td>Historiographical Essay</td>
<td>20%</td>
<td>Various</td>
</tr>
<tr>
<td>Project proposal</td>
<td>10%</td>
<td>31 October</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
<td>12 December (5 December preferred)</td>
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be excused only in instances of certifiable serious injury, grave illness, or death – and certain acts of God (flood, fire, pestilence, etc.)

**Project Proposals/Final Projects:** The final assignment for this seminar entails the production of an original project chosen in consultation with the instructor.

Final projects will vary in form and nature. Possible approaches may include: traditional research papers; annotated bibliographies of print and on-line materials; research portfolios combining traditional and new media end-products; educational units/learning modules suitable for use in high-school and/or undergraduate courses; and historical documentary videos/short films.

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**HIST 5365 Reading Colloquium - The Digital Medieval**

**Beebe**  
**Mondays, 7:00pm – 9:50pm**

**Course Description** - Digital ways of analyzing and understanding the past are changing academia at a faster rate than ever before. This graduate colloquium will introduce students to the practical experience of “doing” Digital Humanities via the exploration of the exciting, current Medieval Studies approaches that employ the methodology and techniques of this rapidly changing field. Students of all chronological eras and geographic areas are welcome, and we will find ways to make medieval Digital humanities approaches useful and relevant to each student’s own particular area of study. No prerequisite knowledge of the medieval period or of digital techniques is required, but over the course of the semester, students will develop a basic familiarity with both. Questions balancing both theory and practice that we will explore during the course include:

- What does the “field” of Digital Medieval Studies currently look like?
- What central theories are driving new computational, geospatial, and network methodologies in the study of the Middle Ages?
- How can mapping and other visualization tools aid the analysis of the history of the Middle Ages? How do they relate to digital medieval studies in other disciplines, such as literature, art, and music?
- How can the use of Digital Humanities approaches for the Middle Ages relate to, and inspire, the study of history of other eras and geographic concentrations?
- How might our teaching be influenced by these new approaches to research and publication?

**Student Learning Objectives**

At the end of the semester, students will be able to:

- Evaluate currently available digital tools for analyzing historical texts and material objects
- Consider multiple and divergent solutions to the problem of making historical sources accessible using different digital media and platforms
• Consider multivalent ways of analyzing historical problems from a variety of computational, geospatial, and networking methodological approaches

• Express an awareness of current and past pedagogical approaches that seek to integrate new digital technologies into classroom instruction

• Produce a project that integrates traditional historical methods with contemporary scholarly tools and present that project to both a classroom audience and the general public

**Assignments**

Assignments will be project-based and often require in-depth collaboration (not just “group work”) with other students, reflecting how much of the field of Digital Humanities itself works.

Proposed assignments might include:

• Building your own website

• Maintaining a blog and a social media presence for the class

• A short, 1,000-word essay that considers and reflects upon a Digital Humanities project key to your research or your academic interests

• A longer, 1,000-3,000 “Medium-Form Essay” that develops one of your blog posts into a deeper, more thoughtful piece, which reflects on themes, approaches, or innovations discussed in class

• Short, 500-word feedback reports on each of the practical workshops that we engage upon in class, which introduce you to specific digital tools or methodologies

• A final project and in-class presentation that successful integrates traditional historical methodologies with current tools of digital scholarship

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**HIST 5365-010 --- Reading Colloquium Gender, Race, Sex, Marriage**

**Cole**

**Wednesdays 7 p.m.**

A central premise shared by many social historians is that within specific places and times, the privileges that came with being male or female, or what differentiated blacks, whites, Indians, Chinese and other “races,” or what it meant to have sex outside the bonds of marriage, changed. These changing perceptions were always closely related to one another; at the beginning of the nineteenth century, for example, new ideas of marriage accompanied new gender roles. But rapid economic expansion or contraction, political developments such as enfranchisement, and resulting class tensions could also alter perceptions of gender, race, and proper sexuality.

Texts MAY include

Peggy Pascoe, *What Comes Naturally*
Margaret Canady, *The Straight State*
Nancy Cott, *Public Vows*
Evelyn Nakano Glenn, *Unequal Freedom*
Martha Gardner, *The Qualities of a Citizen*
Assignments will include class participation, regular response papers, and an historiographical review essay.

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**HIST 6360 Research Seminar on the Seven Years’ War**  
**Narrett**  
**Thursdays 7:00-9:50**

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 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*  


**Papers Due in Course:**

**Preliminary Essay Assignment**

**Seminar Research Paper (25-30 pages in length)**

The principal assignment in this seminar is for students to write an essay, twenty-five to thirty pages in length (including notes and bibliography), concerning an historical issue, problem, or controversy related to the Seven Years War, such as the causes, character, and consequences of the conflict. In this process, students will develop their skills in historical inquiry and exposition. The process of research involves the identification and definition of historical issues in a manner allowing individuals to write in an original and informed way about the past. Students will base their findings upon an analysis of primary sources, complemented by an understanding of relevant secondary literature. Students will move toward their goal by meeting a series of scheduled steps, which are outlined below. 25% percent of the course grade will be based upon the instructor’s evaluation of each student’s meeting the prescribed steps in a timely and an appropriate manner. Classroom attendance and participation will also be considered as part of this grading component. The preliminary essay, pertaining to Anderson’s and Calloway’s books, will count 15% of the grade. The oral presentation counts 10%. The remainder of the grade (50%) will be based upon the student’s final paper.

**Preliminary Essay Assignment**


In writing of the Seven Years’ War and its historic significance, Fred Anderson and Colin G. Calloway confront the challenge of interweaving multiple story lines involving native peoples, colonists, and Europeans. Apart from the example of George Washington, which other individuals—Indian and colonial as well as French and British—are used by Anderson and Calloway to illustrate their respective books’ major themes, especially the character of the Seven Years’ War and its aftermath through Pontiac’s War? Are both authors persuasive in fulfilling their goal of analyzing these conflicts as transformative events on a broad scale?

Your essay should be seven-to-eight pages in length (double-spaced and with one inch margins).