HIST 5340: Issues and Interpretations in U.S. History  
Cristina Salinas  
Monday, 7 p.m.

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 modes of analysis (gender, race, class, state formation).

**Tentative Booklist (More to be added):**

- Nancy Cott, Public Vows: A History of Marriage and the Nation
- William Dusinberre, Them Dark Days: Slavery in the American Rice Swamps
- Pekka Hamailainen, The Comanche Empire
- David Blight: Race and Reunion: The Civil War in American Memory
- Erika Lee, At America’s Gates: Chinese Immigration During the Exclusion Era, 1882-1943
- Laura Briggs, Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico
- Thomas Andrew, Killing for Coal: America’s Deadliest Labor War
- Tomiko Brown-Nagin, Courage to Dissent: Atlanta and the Long History of the Civil Rights Movement
- Lorena Oropeza, Raza Si! Guerra No! Chicano Protest and Patriotism during the Viet Nam War Era
- Lisa McGirr, Suburban Warriors: The Origins of the New American Right
Descriptions of major assignments and examinations:

**Attendance, Participation, and Weekly Writing Responses 40%:**
The success of this course depends on engaged student participation and attendance. You are expected to come to class prepared to discuss the week’s reading topic. Only one unexcused absence will be allowed. Any subsequent absences will be reflected negatively in your participation grade. Part of the preparation for class discussion will include submitting short (1-2 page) responses to the week’s reading.

**Book Review 20%:**
Choose one of the books from the assigned course list and write a review (800-1,000 words) on the chosen text. In the review you will, explain the argument of the book and include a short summary of its contents. You should consider the strengths and weaknesses of the book, assess where it fits in the literature, and evaluate the best audience for the book. The review will be due one week after the book has been assigned for discussion according to the course schedule.

**Historiography Paper 40%:**
For this paper, you will identify a topic in U.S. history related to your research area and write a historiographical essay based on that research area. Choose your books, write about the books, how they build upon earlier scholarship in the field, how they have added to the field, posed new questions, or taken the field in a new direction. You can explore areas/approaches/historiographies we have discussed in class or may choose an area that we did not cover. You can use up to two books on the required list. The paper should be between 17-20 pages. For this assignment, you will be required to meet with me to discuss your paper idea. You will also turn in a bibliography, introduction and outline before the final paper is due.

**HIST5341: Approaches to World History**
John Garrigus
Monday, 7 p.m.

HIST 5341 is a graduate-level historiographical survey of world history, aimed at both researchers and teachers of this important topic. The course will also present GIS [Geographic Information Systems], as a tool for the study and teaching of world history. Students will complete a final GIS project that complements the readings.

HIST 5343 Principles of Archives and Museums II
Gerald Saxon
Tuesday, 7 p.m.

**Preliminary Description**

**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:


**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](http://archivists.metapress.com/home/main.mpx) for browser/search box).


**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%.

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**HIST 5347 – Teaching College History**
Stephanie Cole
Tuesday, 7 p.m.

**Course Description:** This course intends to prepare MA and PhD students who have little or no training and/or experience in teaching college-level history for their first instructional assignments. Students will not only read and discuss pedagogical and
philosophical debates about the art and practice of teaching, but will also develop some skills, write syllabi, and present lectures that will help them in their first foray into teaching a U.S. history survey course. While a certain portion of the course will focus on practicing with new technologies for course management and classroom instruction (including Blackboard, backchanneling, personal response systems/Lecture Tools, and podcasts), the course will not neglect traditional elements of good history instruction, such as giving lectures and leading discussions. In addition, in an effort to encourage thinking about how teaching methods align with student learning, and to get students to remain open to new teaching methods, the course will require students to read in the scholarship of teaching and learning (SoTL).

Course Objectives:
1. To create a place for graduate students to discuss current debates about teaching in the liberal arts in higher education today.
2. To facilitate the development of habits of good college-level instruction among future instructors.
3. To illustrate the possibilities of technology in classrooms, large and small, and for online instruction.
4. To develop (or increase) future instructors’ awareness of the scholarship on teaching history.
5. To create a “teaching circle” (and thus model the creation of one).

Required reading (tentative):
4. assorted articles and web sites, including from Samuel S. Wineburg, Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past (Philadelphia: Temple University Press, 2001) and from David Vaught, Teaching the Big Class: Advice from a History Colleague (Bedford/St. Martins, 2011).

Tentative Assignments:
1. Class participation, including coming prepared for and contributing to class discussions, adding to class blog, observing an online class, and other small weekly assignments (25%).
2. One peer review based on an observation of an instructor who is a member of UTA’s Distinguished Teacher Academy, if possible. Who you observe and when must be cleared ahead of time with me. Both that procedure and the peer review process will be discussed in class. (5% -- though you may do additional peer reviews—up to three—for “extra credit.”)
3. Two annotated syllabi for first and second half of US Survey courses. One should be for a small class, and the other for a course in a large lecture hall. (10% each – 20% total)

4. Write a philosophy of teaching statement (no more than 500 words). (10%)

5. Three short (~ 15 minutes) teaching presentations: one face-to-face without audiovisual aids or any other technology; one face-to-face using a teaching technology in some way, though not necessarily for the entire presentation; one podcast/online presentation uploaded to Blackboard. We will pick topics for these presentations in the second week of class. (10% each - 30% total)

6. Write three short (80-100 word) abstracts for three different articles in History Teacher (or similar SOTL journal) and post on Blackboard/class blog (TBD). Write a short blog with an idea for an article/research project for a History Teacher journal article you might like to publish at some point in the future. (10%)

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**HIST 5350 Introduction to Cartography**
Imre Demhardt
Wednesday, 7 p.m.

A map is an as valid mode of expression as a text – and often a good map tells a complex story much better than any lengthy writing. To ‘crack the code’ of maps this course gives a general introduction into techniques and major topics in the history of cartography. It provides a basic overview of the development of surveying, map making, and map use from ancient origins to 21st century technologies. Students will discuss texts, work on assignments, and learn to assess maps according to formal and contextual criteria. This course is designed to provide the basic training in the history of cartography.

Students considering taking the subsequent advanced class HIST 6361 (The Second Age of Discovery) are strongly advised to take HIST 5350 now for a better success.

Intended prescribed readings do include (but are not limited to):
Barber, Barber (Ed.):
The Map Book.
ISBN: 978-0-8027-1474-9 (hard cover)

Thrower, Norman J.W.:

Wilford, John N.:
HIST 5361 - Colloquim – Urban History in Transatlantic Perspective
Fairbanks    Section 001
Thursday, 7 PM

Description: This course introduces students to the growing field of transatlantic and transnational urban history. After a quick introduction to themes in U.S urban history, the class will explore the difference between transatlantic and comparative history and demonstrate the value of a transatlantic approach to the study of cities. Although much of the course will focus on twentieth century issues such as social reform, urban planning, urban renewal, downtowns and segregation, some attention will be given to earlier cities emphasizing the important role they played in economic, social and cultural growth of the nation state and how that was influenced by transatlantic currents.

Assignments (Provisional) – Students are expected to attend every class and participate. They will also write a one-page précis on seven books and longer reviews on two other books as well as be responsible for one oral presentation on a book. A final paper of a more historiographical bent well be due in lieu of a final exam.

Readings (Provisional): Besides the following books, students will be expected to read several additional articles and book chapters.

1. Nicolas Kenny and Rebecca Madgin, Cities Beyond Borders: Comparative and Transnational Approaches to Urban History (Routledge, 2015)
HIST 5363 – United States Civil War
Stephen Maizlish
Wednesday, 7 p.m.

Course Web Site: http://www.uta.edu/faculty/maizlish/5363-S-17-SM.htm

Course Description:
This course will examine the recent historical literature of the United States Civil War. It will be divided into four separate units. The first will focus on the controversy over the nature of the Confederacy and the causes of its defeat. The second will assess treatments of the soldiers’ experience and their motivations in the conflict. The third unit will center on the African American experience in the war. Finally, the course will evaluate the meaning and impact of the war.

Course Readings:
Jim Downs, Sick from Freedom
Drew Faust, This Republic of Suffering
Lorien Foote, The Gentlemen and the Roughs
William Freehling, South vs South
Gary W. Gallagher, The Confederate War
Martha Hodes, Mourning Lincoln
Gerald Linderman, Embattled Courage
Leon Litwack, Been in the Storm So Long
Chandra Manning, What This Cruel War Was Over
Clarence Mohr, On the Threshold of Freedom
Stephanie McCurry, Confederate Reckoning
James McPherson, For Cause & Comrades

Course Requirements:
Students will be asked to write four significant historiographic papers and twelve brief critiques. Participation in class discussions is required.

Late papers, late critiques, and absences will be heavily penalized, as will tardiness and a failure to participate in class discussions. While completion of all the assignments is required, completion of them does not guarantee any specific grade, or even a passing grade. Grade calculations will be based on the quality of performance alone. Absolutely no incompletes will be given in this class. None.

CANCELLED

HIST 5364 Colloquium in 19th Century U.S. Southwestern Borderlands
Sam Haynes
Thursday, 7 p.m.
This colloquium will provide an overview of the recent historical literature on the American Southwest during the eighteenth and nineteenth centuries. Assigned readings will examine such issues as Native American-Euro American interaction, Anglo-American westward expansion, the role of the Texas republic in the U.S. slavery controversy, etc. Texts that discuss the ways in which the American Southwest helped shaped the national identities of the United States and Mexico, as well as the two countries’ relationship to each other, will be given particular emphasis. Students will also have an opportunity to get credit for work on two digital projects sponsored by the Center for Greater Southwestern Studies: A Continent Divided: the U.S.-Mexico War, a website dedicated to digitizing the Mexican war collection of the UT Arlington library, and Border Land: The Struggle for Texas, a project that will map sites of conflict between Anglos, Mexicans, and Native Americans in the nineteenth century.

Suggested Reading:
Aron, Stephen. American Confluence: The Missouri Frontier from Borderland to Border State
Brooks, James. Captives and Cousins: Slavery, Kinship and Community in the Southwestern Borderlands
Delay, Brian. War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War
Hamalainen, Pekka. Comanche Empire
Kelley, Sean. Los Brazos de Dios: A Plantation Society in the Texas Borderlands
Ramos, Raul. Beyond the Alamo: Forging Mexican Ethnicity in San Antonio
Resendez, Andres. Changing Nationalities at the Frontier
Torget, Andrew. Seeds of Empire: Cotton, Slavery, and the Transformation of the Texas Borderlands

HIST 6361 Research Seminar: Transnational Networks in the Modern Atlantic World
Kenyon Zimmer
Thursday, 7 p.m. NEW SCHEDULE

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

A very tentative list of possible books for this course may include:
Laura Jarnagin, A Confluence of Transatlantic Networks Elites, Capitalism, and Confederate Migration to Brazil
Margaret H. McFadden, Golden Cables of Sympathy: The Transatlantic Sources of Nineteenth-Century Feminism
Jose Moya, Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930
Daniel T. Rodgers, Atlantic Crossings: Social Politics in a Progressive Age
Kenyon Zimmer, Immigrants against the State: Yiddish and Italian Anarchism in America

An elective option taught by a history professor:

**ENGL 5326: Topics in American Literature before 1900**

**Topic: Early Native American Literature**

This class focuses on Native American Literature, broadly conceived, before the emergence of the canonical American Indian authors of the mid-twentieth century. We will explore a range of texts authored by or credited to American Indians, ranging from origin stories, winter counts, and ledger narratives to nineteenth-century autobiography, poetry, and novels. What did literacy and writing mean to different Indian authors and for whom did they write? Particular themes we will consider include Native engagement with and resistance to colonialism, racism, and Christianity, while also considering questions of reception, such as how non-Indians used American Indian authored texts for their own purposes. Students will choose one text to explore in greater depth by developing a conference paper-length critical analysis of one of its major themes over the course of the semester.