Graduate Course Descriptions Fall 2020

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:

Fall 2020:
Monday: HIST 5339 Theory and Methods - Babiracki
   HIST 5365 – Gender, Race, Sex and Marriage Colloquium - Cole
Tuesday: HIST 5342 – Archives I - Saxon
   HIST 5364 – Africa Colloquium - Demhardt
Wednesday: HIST 5363 – Civil Rights Movement – Price
   HIST 5341 – Approaches to World History – Zimmer
   HIST 5361 – Abolition and Emancipation in the Atlantic World – Colloquium – LaFevor
   *HUMA 5307 Transnational Feminisms (Crosslisted WOMS 4305) - Akers

Fall 2020

HIST 5339- Theory and Methods- Babiracki – Mondays, 7 p.m.

Course Description: 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 5341- Approaches to World History- Zimmer- Wednesdays, 7 p.m.
Course Description: This colloquium is an introduction to the study of historical phenomena on a global scale—including comparative, transnational, global, and “big” history. The readings will focus on key works in the historiography, as well as recent innovative works. Students will engage with this scholarship in order to explore the various theories, models, debates, and methodologies within global history and related fields.

Student Learning Outcomes: After successfully completing this course, students will be able to:
- describe and evaluate the development and current state of the field of global history
- describe and evaluate the central theoretical and historiographical issues in this field
- produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

Some Possible Required Readings:
Janet L. Abu-Lughod, Before European Hegemony: The World System AD. 1250-1350
Sven Beckert, Empire of Cotton: A Global History
David Christian, Maps of Time: An Introduction to Big History
Donna R. Gabaccia, Italy’s Many Diasporas
Michael Goebel, Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism
Robert Harms, The Diligent: A Voyage Through the Worlds of The Slave Trade
Wim Klooster, Revolutions in the Atlantic World: A Comparative History
Patrick Manning, Migration in World History
Robert B. Marks, Origins of the Modern World: A Global and Environmental Narrative
Vijay Prashad, The Darker Nations: A People's History of the Third World
Jeremy Suri, Power and Protest: Global Revolution and the Rise of Détente
Eric R. Wolf, Europe and the People without History
Donald R. Wright, The World and a Very Small Place in Africa: A History of Globalization in Niumi, the Gambia
Natalie Zemon Davis, Trickster Travels: A Sixteenth-Century Muslim between Worlds

HIST 5342-Archives I- Saxon- Tuesdays, 7 p.m.

Required Texts:
Two texts are required for History 5342. The texts will be supplemented with additional readings on electronic reserve and/or the open web (see course schedule for details). The two texts are:


Course Description:
History 5342, Principles of Archives and Museums I, is a three-hour graduate course designed to provide students with the intellectual foundation necessary for a career in archival administration. Consequently, the course focuses on 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 and their use, programming and outreach in archival repositories, and administration of collections. History 5342 is the first course of the twelve-hour archival certification program offered through the Department of History at UTA. It is the prerequisite for History 5343, which emphasizes the more mundane tasks of accessioning, arranging, preserving, describing, and cataloging of archival collections.

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). 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 MA Graduate Advisor, Department of History.

Student Learning Outcomes:
By the end of the course, students will:

Understand and be able to explain the environment, role, and work of archivists.
Understand the technological, ethical, and legal issues that archivists face.
Identify the current trends impacting archives and records.
Recognize and define the basic concepts fundamental to modern archival science.
Be able to integrate this information when processing an archives collection.
Be familiar with the evolution of methods and technologies used to create, store, organize, and preserve records.
Be conversant in the terminology and concepts used in records management and archival administration.
Be aware of the ways that organizations and individuals use archives and records for research, ongoing operations, accountability, litigation, and organizational memory.
Be familiar with the basic components of records management and archival programs, including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, and outreach. Understand the relationships among these program elements.
Be aware of the various environments where records are created, managed, and used—from informal settings to well-established records management programs and archival institutions.
Be aware of the legal, policy, and ethical issues surrounding archives and records administration.

Grading and Course Requirements:
There are four basic course requirements, and your semester grade is based on the average of the four:
The first requirement is a formal paper/essay focusing on a current (or even historical) topic in archival science. For this paper you should consult and critically analyze the issues and debates surrounding your topic. To do this, try to use at least twelve sources (books, journal articles, magazine/newspaper articles, blogs, wikis, etc.) when researching your paper.

Your paper should be thoroughly researched, well written, and fully documented. Use Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (8th edition) or *The Chicago Manual of Style* (16th edition) for your style guide. I want you to include end notes and a bibliography with your paper. I do not expect you to conduct original research (e.g. from primary sources, survey data, etc.), but I do expect you to find and review relevant published literature and Internet resources (when appropriate).

With the possible exception of historical topics, make every effort to find the most recent literature on your topic. Be sure you exploit monographs, journals, and news sources in both print and electronic formats. Among the databases/indexes to be aware of are: *America: History and Life*, *Historical Abstracts*, *Library Literature & Information Science Full Text*, and *Information Science & Technology Abstracts*, among others. A good place to start is the Archival Studies LibGuide that the library staff has prepared for this course. The guide can be found at: [http://libguides.uta.edu/archives](http://libguides.uta.edu/archives).

The second requirement is to visit, prepare an evaluation, and give an oral report focusing on an archival repository in the DFW area. The archives can be part of a special collections department in a library, historical society, government entity, museum, business/institutional archives, or some other type of archival repository. You are required to visit the archives, assess its policies, preview and analyze its website, and prepare a report giving your findings and suggesting ways that you think the repository can be improved from a user’s perspective. You will turn in a written report (approx. 7-10 pages) and give a powerpoint presentation of your findings to the class. The report and presentation will count as 30% of your grade (25% for the written paper/5% for the oral presentation). Both will be uploaded to Canvas.

The third requirement is a brief 3-4 page paper (max.) about an archival and/or records issue in the news. Each student will write a 3-4 page paper and prepare a brief Discussion report (to be uploaded to Canvas) about an ongoing news story that relates to archives or records. Be sure to refer to the treatment of the issue in the popular press/media. The issue must appear in at least three separate articles, although the articles may be about separate events which discuss a common issue. Be sure you cite the three articles in your paper, giving complete bibliographic details (and Internet links if appropriate) so I can locate them easily. Do not use peer-reviewed or academic articles as source material for this assignment. I want you to use news feeds, newspapers & magazines (remember them?), media, social media, etc. Also, make sure you include your own perspective in the paper. The articles can come from newspapers, news magazines, news blogs/wikis, etc. The paper and your blog report will count as 10% of your grade.

The fourth requirement is active participation in all class activities. Each student is expected to attend each class (unless you have an excused absence), read the weekly assignments before class, engage in discussions both in class and on the Discussion Board, and complete all outside work on time (late work will be penalized 10 points for each day it is late). Re the class Discussion Board, you are required to
participate in six discussions over the course of the semester. The course schedule notes when these discussions are due. As mentioned above, you will also post your Archives in the News assignment on the class's Discussion Board site on Canvas. Each discussion report will be graded. Your classroom participation and six discussion reports will count as 30% of your grade.

HIST 5365 Gender, Race, Sex and Marriage Colloquium -Cole- Mondays, 7 p.m.

Description of Course Content: This course seeks to investigate how 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 by place and time. These changing perceptions of rights and privileges associated with gender, race, sex, and marriage were always closely related to one another; at the beginning of the nineteenth century, for example, new ideas of marriage accompanied new gender roles. Our aim this term is to chronicle and analyze how rapid economic expansion or contraction, political developments such as enfranchisement, and resulting class tensions could also alter perceptions of gender, race, and proper sexuality.

Tentative Booklist – don’t purchase until confirmed
Wendy Kline, Building a Better Race Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom (California, 2005) ISBN: 0520246748

Tentative assignments:
Participation: Participate (even by asking questions) in class every week, having the assigned readings completed. On one occasion this term (when we are reading a monograph), you will also be charged with being “on point” or “extra ready” to help guide the discussion.
Discussion Board/Response: Upload a short (800-100 words) analytical reaction post/paper, in which you outline a common theme in the essays assigned, or connect one or two of them to a theme we are developing in the course. There are four possible weeks in which this essay can be turned in; you get to choose which one you skip.

Book reviews: Choose two of the monographs to review.

Historiographical essay: In a mid-length essay (2000 to 2500 words), analyze the development of a topic within the history of sexuality, marriage, women, or family, assessing the ways in which scholars have highlighted themes of gender, race, sexuality, or class. You may choose your own topic and it can build on other writing you are doing for this class (including some of the essays or books assigned), but must include at least eight additional articles and books.

HIST 5364- Africa Colloquium- Demhardt- Tuesdays 7 p.m.

Course Description

This colloquium, first, introduces to the physical and human geography of Africa for the background on the environment, demography, cultures and economies of the continent. The second part provides an overview of the history with an emphasis on the modern centuries since the beginning of European-African interaction. In the third part, the course for an in-depth approach focusses on the two regional case studies: Countries of the Nile and Southern Africa. Students will be engaged by several small assignments, including a term presentation, to realize the truth in Pliny the Elder’s (23-79 AD) exclamation: “There is always something new out of Africa.”

Student Learning Outcomes

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

1. understand the natural and human settings of the modern history of Africa
2. produce and exchange critical appraisals of course readings
3. analyze the diverse trajectories of African regions from precolonial times to independence

Possible Required Readings

Fage, John D. / Verity, Maureen: 

Iliffe, John: 
Africans: The History of a Continent. 3rd Edition 

Stock, Robert: 
Africa south of the Sahara. 3rd edition.
HIST 5361- Abolition and Emancipation in the Atlantic World- LaFevor-

**Thursdays 7 p.m.**

**Course Description**

This course examines the final century of slavery in the New World. It focuses on a fundamental question: which ideas, individuals, and processes best explain abolition and emancipation during the period historians have referred to as the Second Slavery and how answers to this question changed over the last one hundred and fifty years? What was the relationship between the rise of industrial capitalism and the expansion of chattel slavery in places such as Cuba, Brazil, and the United States? Why did the “odious commerce” end during this period in nations as varied as Mexico, Argentina, Peru, and Venezuela? How can historians examine the contraband slave trade? Did such policies such as the Monroe Doctrine expand the life of slavery in the western hemisphere? What was the role of public opinion and the public sphere? How did the practice of slavery mold subsequent forms of citizenship?

**Potential Readings:**
- Rebecca Scott, *Slave Emancipation in Cuba*
- Leslie Bethell, *The Abolition of the Brazilian Slave Trade*
- Dale Tomich, *The Second Slavery*
- Robin Law, *Ouidah*
- Stephen Chambers, *No God But Gain*
- Sven Beckert, *Empire of Cotton*
- Celso Castilho, *Slave Emancipation and Transformations in Brazilian Political Citizenship*
- Mario Moreno Friginals, *El Ingenio*
- Frank Tannenbaum, *Slave and Citizen*
- David Murray, *Odious Commerce*
- Robert Corwin, *Spain and the Abolition of Slavery in Cuba*
- Manisha Sinha, *A History of Abolition*
- João Reis, *Slave Rebellion in Bahia*
- Christopher Brown, *Moral Capital: Foundations of British Abolitionism*

HIST 5363- Civil Rights Movement- Price- Wednesdays, 7 p.m.


**Course Description**
This seminar focuses on the American Revolutionary era (1760-1800). While exploring this broad subject, 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 relationship between Great Britain and its American colonies, the causes of conflict, and the Revolution’s character and impact, whether measured in political, economic, constitutional, 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.


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HUMA 5307 Transnational Feminisms - Akers -

Tu/Th 3.30 – 4.50pm