Course Descriptions Fall 2019

*Remember that these are tentative, usually meant just to offer a general idea of the course. Don’t purchase books until you see an actual syllabus or directive from the instructor to do so.

**Fall 2019**

Monday: HIST 5339 Theory and Methods (Babiracki)
- HIST 6365 Research Seminar on Urban History (Fairbanks)

Tuesday: HIST 5345 Intro to Public History (E. Montgomery DHV)
- HIST 5363 – Native American History and Historiography (Conrad)

Wednesday: HIST 5349 Intro to Transatlantic History (Zimmer)
- HIST 6360 – Research Seminar on French and Indian War (Narrett)

Thursday: HIST 5360 – Transatlantic Slavery (Morris)
- HIST 5365 – History of the Body (Rose)

**For planning purposes, below you’ll find the TENTATIVE listing of Spring 2020 courses.**

**Spring 2020**

Monday: HIST 5340 – U.S. Historiography (Cole)
- HIST 6361 – Cartography Seminar (Demhardt)

Tuesday: HIST 5361 – Plants, Animals, Germs (Morris)
- HIST 6363: Research Seminar on Mexican American History and Borderlands (Salinas)

Wednesday: HIST 5365 – Jim Crow South (Price)
- HIST 5341 – Approaches to World History (TBA)
- HIST 5364 Non-US topic TBD – (Palmer) (late afternoon)

Thursday: HIST 5348 - Oral History (Saxon)
- HIST 5347 – Teaching College History (Breuer)
Fall 2019 Descriptions in numerical order:

HIST 5339: THEORY AND METHODS – Babiracki new professor – Mondays 7 p.m.

Note: Prof. Babiracki will alter the course to reflect his own areas of expertise, and we will pass on his course description when it is available. In the meantime, please note that it will follow the principles if not particulars of Dr. Morris’s description below.

Course Description: This course is a basic introduction to the discipline of history and is required for all History M.A. and Ph.D. students. No prior knowledge of historiographical issues is expected or required, and the course therefore should be accessible to students regardless of their particular field of interest or concentration.

History is not just a craft; it is a way of thinking. It is an intellectual endeavor. This class is designed to make students think, not just about the past, but about how historians think about the past. This we will do by jumping into some of the ongoing debates among historians over what it is they do and how they ought to do whatever it is they do. We will consider broad philosophical problems, survey some of the social theories underlying (explicitly and implicitly) much modern thinking about historical truth(s) and whether truth in history can even be said to exist, and review recent trends in the discipline regarding narrative, audience, professional vs. public history, and other topics. We will discuss current literary theories that question the whole enterprise of historical research and writing as it has been practiced over the last century. As historians, you will not want to take any of this lying down, so to speak, but will want to engage these important matters of life and death (for the discipline of history) intelligently and enthusiastically.

The course will be divided into four or five sections in which we will explore some examples of history theory and method applied to a particular topic. Historians disagree rather widely on what it is they do and how they do it. Some, you may be surprised to learn, don’t believe the past is knowable at all. Others think it can be known, and known rather precisely. Some think the best histories tell good stories. Others think stories are for novels and history is about analysis and explanation. It’s enough to keep a good historian awake at night in existential insomnia.

Booklist (Possible)

• Michel-Rolph Trouillot, Silencing the Past: Power and the Production of History
• Simon Schama, Dead Certainties
• Armitage and Guldi, The History Manifesto (pdf on Blackboard)
• Other readings will be available for you to download and print at your convenience and expense.

GRADING:
Participation and discussion leadership: 25%
Written work: 75%

Assignment: Written assignments will consist of five short (2-3 page) essays based on assigned readings.
Active participation in class discussions is absolutely essential. In addition, each week selected students will be assigned to serve as discussion leaders.

**HIST 5345: Introduction to Public History - Montgomery - Tuesdays, 7 p.m.**

*Description of Course Content:* 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, and online outreach. Texts include *An American Association for State and Local History Guide to Making Public History* (Bob Beatty, ed.), *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.

*Assignments:* include a resume written after review of the job skills required in the current public history job market, a review paper comparing a traditional and a recent piece of public history writing, evaluation of an exhibit visited by the class, and an analysis of a building, landscape or artifact and how it could be interpreted to educate the public. For the final project, students will use the knowledge they gained from an academic research project they have done in the past. They will adapt that knowledge to formats appropriate for public history communication: an exhibit plan, a lecture for a casual audience, a grant application, and an educational component for children.

**HIST 5348: Introduction to Transatlantic History – Zimmer – Wednesdays, 7 p.m.**

*Description of Course Content:* This course is designed to introduce students to the broad outlines of Transatlantic History, covering the period from 1492 to the present. It focuses on scholarship that examines the interconnected, transnational histories of Europe, Africa, and the Americas. Students will read and discuss seminal texts in Atlantic and Transatlantic History, as well as new research and historiographical debates.

*Possible readings include:*

- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*
- Bernard Bailyn, *The Peopling of British North America*
- Jorge Cañizares-Esguerra, *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700*
- Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*
- Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast*
• Paul Gilroy, *The Black Atlantic: Modernity and Double-Consciousness*
• Sarah Abrevaya Stein, *Plumes: Ostrich Feathers, Jews, and a Lost World of Global Commerce*
• Daniel T. Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*
• Federico Finchelstein, *Transatlantic Fascism: Ideology, Violence, and the Sacred in Argentina and Italy, 1919-1945*
• Adam Ewing, *The Age of Garvey: How a Jamaican Activist Created a Mass Movement and Changed Global Black Politics*
• Martin Klimke, *The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties*

**HIST 5360: Transatlantic Slavery – Morris- Thursdays 7 p.m.**

**TENTATIVE Description of Course Content:** This colloquium will survey the major issues, themes, books, and articles on the history of trans-Atlantic slavery. We will begin by examining the books that first established the field in general and then quickly move to more recent studies and more specific subtopics, for example: West Africa and the slave trade; African cultures in America; work patterns and the demands of specific crops; colonial slavery versus slavery post independence; slave family and community life; gender and slavery; resistance, insurrection, and maroonage. All topics will be considered within a comparative perspective.

**TENTATIVE Grading:** Students will be asked to write four book reviews of about 800 words and one historiographical essay of 8-10 pages on a theme or issue of their choice.

- **Book reviews:** 40% (4 x 10%)
- **Essay** 40%
- **Participation** 20%

**Possible Texts (text book list not yet finalized):**
Frank Tannenbaum, *Slave and Citizen*
Eric Williams, *Capitalism and Slavery*
David Eltis, *The Rise of African Slavery in the Americas*
Edward Baptist, *The Half Has Never Been Told*
Walter Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*
Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World*
Stuart Schwartz, *Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery*
Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*
Richard Price, *Alabi’s World* (on Dutch Suriname)
David Brion Davis, *Inhuman Bondage*
Linda M. Heywood and John K. Thornton, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*

In addition, students will be asked to read from a selection of journal articles available online or as PDF files.

**HIST 5363: Native American History and Historiography – Conrad- Tuesday**
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 scholarly monographs by Native and non-Native authors that shed light on these questions, and also the perspectives and voices of Native historical actors through primary source documents and literature.

Assignments: There will be several short writing assignments and discussion-leading activities. There will also be a secondary-source based final project in which student will investigate a question of their own choosing related to Native American history. Student may choose to write a historiographical essay or create teaching related materials, such as a syllabus or lesson plan.

Tentative Reading List:
- Roxanne Dunbar Ortiz, An Indigenous Peoples’ History of the United States (Beacon Press, 2014)
- David Treuer, The Heartbeat of Wounded Knee: Native America from 1890 to the Present (Penguin, 2019)
- Philip J. Deloria, Indians in Unexpected Places (University Press of Kansas, 2004)
- Farina King, The Earth Memory Compass: Diné Landscapes and Education in the Twentieth

HIST 5365- History of the Body – Rose- Thursdays 7 p.m.

Description of Course Content: Course will explore the history of the body: crippled, adolescent, dead, athletic, middle-class, slave, and migrant bodies, among others. Focusing on the intertwined themes of gender, race, class, disability, and the senses—and their intersections with social policy, medicine, and technology—we will approach the body as a historical text. We will examine how studying the history of the body can shed new light on the lived experiences of ordinary people, such as how the scarred and maimed bodies of slave and sailors in the early Atlantic world helped to inspire both slave revolts and pirate ships. We will also investigate how representations of bodies can illuminate political and cultural history—for instance, how cartoons that presented President McKinley as an effeminate weakling helped to push the United States into the Spanish-American war. Finally, we will explore how these two realms—experience and representation—have interacted to shape how individuals have perceived and
understood their own bodies. Readings will focus primarily on the history of the body in the United States but will also include some transatlantic and British studies.

**HIST 6360–Research Seminar on the Seven Years’ War–Narrett –Thursday 7 p.m.**

**Description of Course Content:** 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 List:**


**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.

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).

HIST 6365 - Research Seminar on Urban History – Fairbanks – Mondays, 7 p.m.

Description of Course Content: This research seminar focuses on the growth and development of metropolitan America after World War II. Students will be encouraged to use the Dallas-Fort Worth metropolitan area to explore various themes that appear in the growing literature about metropolitan history. Ph. D students will be encouraged to develop papers linked to transatlantic topics such as the emergence of international cities, exchanges among planners and other urban professionals along with interaction among sister cities.

Assignments: Précis of selected readings Research Paper, 20-30 pages Presentation of research findings in class.

Requirements: Readings (each students will be assigned one or two of the following books as I will lead you in a crash course in metropolitan history)

- Jon Teaford, *The Metropolitan Revolution*
- Robert A. Beauregard, *When America Became Suburban*
- Robert Bruegmann, *Sprawl: A Compact History*
- Benjamin Ross, *Dead End: Suburban Sprawl and the Rebirth of American Urbanism*
- Greg Hise, *Magnetic Los Angeles: Planning the Twentieth Century Metropolis*