Summer 2019 Grad schedule

While the Department is only offering one grad-level-only course, some students may be interested in enrolling in upper-division undergraduate courses that may be taken for grad credit. Each class will get a different designation (HIST 5390-xxx) and will require grad advisor clearance. History MA students must keep in mind that they can only take 2 or 3 such courses total in their program (depending upon their track). No student may take a course for grad credit that they have already taken at the undergraduate level.

The following SIX courses have spots for graduate students. Where available, you’ll also find a short description and/or grad-level requirements.

Summer I Five Week  (Taught in person – F2F)

**HIST 3317 - U.S. LEGAL AND CONSTITUTIONAL HISTORY, COLONIAL TO 1877** – Hunnicutt 10:30 am-12:30 pm (F2F)

**Description of Course Content:** This course traces the origins and development of American legal and constitutional thought, values, institutions, and practices from the colonial era through the Civil War and Reconstruction. Major topics include the transatlantic origins of American law, the transmission of English law to the American colonies, the American Revolution as a constitutional crisis, and the enactment of the Constitution and the Bill of Rights. The course considers crucial Supreme Court decisions from the presidency of George Washington through the Civil War and Reconstruction. Special attention is paid to issues of liberty and authority, freedom and slavery, and the balance between national power and states’ rights. While the history of the U. S. Supreme Court plays an integral role in this course, constitutional and legal history transcends the mere study of great cases and judicial decisions; the role of the president, congress, and the states in the making and development of the constitutional and legal system during the antebellum period are given due weight as well.

**Required Textbooks and Other Course Materials:**

Undergraduate readings will be provided online through Canvas.

Graduate students will read four additional books selected in mutual agreement between student and instructor.

Graduate students will complete all of the assignments required for the undergraduates in addition to completing an essay or book review on the four additional texts they read.

**HIST 3363 - TEXAS TO 1850** – Haynes MTWTh 8:00-10:00 a.m. (F2F)

Covers Colonial, Republic and early statehood. Graduate students will write a research paper (with instructor approval of topics and perhaps other prerequisites) when taking this course for graduate credit.
Summer II Five week (Taught in person –F2F)

**HIST 3364 - TEXAS SINCE 1845.** - Saxon – MTWTh 8:00-10:00 a.m.

Covers statehood to the present. Graduate students will read four additional books with instructor approval, and write reviews.

Summer 11 week – OFF WEB

**HIST 4345 – TUDOR-STUART ENGLAND, 1485-1714 – Hunnicutt -online**

**DESCRIPTION OF COURSE CONTENT:** This course will be concerned with English history between 1485 and 1714. In lectures, readings, and discussions, we will focus on several topics: social and economic changes (especially as they affected diverse groups in society), political structures (with emphasis on monarchs, judicial institutions, and Parliament), religious controversy, and some episodes in foreign policy. Along with our discussions of particular events and personalities in the Tudor and Stuart era, we will be examining sources available to early modern English historians, with an eye toward understanding "how historians do history." The course is intended to help students understand and evaluate English society, comprehend the historical experience, and further develop reading and writing competencies and critical skills.

**REQUIRED TEXTBOOKS:**

There are 6 required books for this class:


- I will make an electronic version of this book available. You do not have to purchase it unless you want to.

The following books are required for graduate students:

- Two more texts of student choice – mutually agreed upon by the instructor.

Graduate students will complete all of the assignments required for the undergraduates in addition to submitting an essay on the Tey and Fraser books as well as the other two student-selected
**HIST 4365 HISTORY OF SPAIN AND PORTUGAL – Breuer** (online late entry in MyMav)

This course covers the Iberian Peninsula from ancient to modern eras, with a focus on a few themes: Iberia in the Classical World, Visigothic and Arabic Iberia, Conquest and Reconquista, Iberian Empires, Spanish Civil War and the Franco regime.

Students taking this course for graduate credit will read a text and a couple of monographs, articles, and perhaps even a mystery. Assignments include ‘micro-learning’ (short quizzes and response), discussion board participation, two short essays, and an online project.

Summer 11 week – Flex-schedule

**HIST 5347 – Teaching College History – Cole**

This class will meet mostly online, though we will meet in person at the beginning of the term, June 3 & 10 at 3:30-5:20 p.m., and 2-3 meetings ~August 5-12. Those August meeting times, especially in August, can be set according to class members’ schedule.

**Course Description:** This course intends to prepare MA, PhD and M.Ed students who have little or no training and/or experience in teaching college-level history for their first instructional assignments wherever they may be. Students will not only read and discuss pedagogical and philosophical debates about the art and practice of teaching, but will also develop some skills that are transferable in a number of careers for professional historians. You will make a web site, write syllabi, and present short lectures. While a certain portion of the course will focus on practicing with new technologies associated most often with course management and classroom instruction (including Blackboard, backchanneling, personal response systems/Lecture Tools, and podcasts), the course will not neglect traditional elements of good 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).

**TENTATIVE READINGS:**

5. Elizabeth F. Barkley, *Student Engagement Techniques: A Handbook for College Faculty* (Josey-Bass, 2009). 978-0470281918 - This text is optional, but strongly recommended. I will make a required excerpt available, but the overall collection of assignments will be very helpful if/when you are teaching.
6. Other essays and web sites.

**TENTATIVE Assignments:**
1. Modify/create a web site that you can use for blogs on pedagogical issues (assigned in this class) and, potentially, interacting with your future students.
2. Online discussion participation of assigned readings. Some of your responses may be modified to aid in the creation of the website (above).
3. Two annotated syllabi. One must be for a US Survey course; the other can be for the other half of the US Survey or another course topic the student is familiar with and expects to teach someday.
4. Write a philosophy of teaching statement (no more than 500 words).
5. Two short (~ 15 minutes) teaching presentations: one face-to-face, one digital.
6. Write two short (80-100 word) abstracts for three different articles in *History Teacher* (or similar SOTL journal) and post on your web site. Write a short proposal to hand in 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.

*Teaching presentations, History Teacher abstracts and even the syllabi assignments may (and perhaps should) overlap in topic.*