

SPRING 2012

Graduate Course Descriptions

Please note:

- **The course descriptions, requirements, and book lists are tentative and therefore subject to revision. Please contact the individual instructors for further details.**
- **HIST 5/6000 level courses may be taken for credit by Master's and Doctoral students alike.**
- **A student may repeat for credit a course number he/she has taken if the instructor or topic is different.**

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5302 COLLOQUIUM IN 20th CENTURY: 1960s ACTIVISM

RODNITZKY Section 001

Tuesday

7:00PM-10:00PM

The course centers on 1960s activism in America. It focuses on social, political, and countercultural aspects of movements such as women's liberation, civil rights, ecology and student activism. Course work consists of directed reading, written comments on the reading and class discussion. The course is self-consciously interdisciplinary and geared to liberal arts and humanities students interested in taking a critical look at Sixties activism and able to present their views on the readings in written commentaries which will be the subject of in-class discussions. Indeed this process defines a "colloquium."

5304 COLLOQUIUM IN TOPICAL U.S. HISTORY: THE RISE OF METROPOLITAN AMERICA

FAIRBANKS Section 001

Tuesday

7:00PM-10:00PM

This course traces the rise of Metropolitan America in the twentieth century examining both the causes and consequences of this important demographic, economic, social and spatial development. It also explores the various responses to the city and its metropolitan area over time. Specific topics covered will include the impact of the industrial and post industrial economies on the modern metropolis; the role of race and racism in shaping the spatial dimensions of metropolitan America; immigration and metropolitan development; the political challenges of the modern metropolis; the consequences of planning, housing reform and urban renewal; environmental consequences of metropolitan growth; war and the shaping of the city and its environs; emergence of the Sunbelt America, and the changing perceptions of cities and the consequences. Students will share some common readings but also be responsible for reading additional books of their selection and reporting to the class. This course, then, will introduce students to the literature on metropolitan America and provide students with the necessary tools to further study the topic.

Books: Abbott, *Urban America in the Metropolitan Age*. Harlan Davidson 978-0-88295-5
Philpott, *The Slum and the Ghetto: Immigrants, Blacks, and Reformers in Chicago, 1880-1930*
Wiese, *Places of Their Own: African American Suburbanization in the Twentieth Century*
Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*
Teaford, *The Metropolitan Revolution: The Rise of Post-Urban America*,
Beauregard, *When America Became Suburban*,_niversity of Minnesota Press

Articles: TBA

Course requirements:

Class discussion and participation on class blog

Short book summaries

Two book reviews

A 10-15 page paper on metropolitan America based on your readings for the semester.

5311 COLLOQUIUM ON EARLY MODERN EUROPE: MEDICAL HISTORY

CAWTHON

Section 001

Wednesday

7:00PM-10:00PM

This is a readings course on medical history in Europe in the early modern era broadly defined, taking in both the late 1400s and the long 18th century. We will consider several queries in the class--both as a group and in writing individual essays. What are the classic sources that scholars employ? Who are the

gray eminences in this field? What are the trends among scholars who study early modern medicine? In which sub-fields of medical history is the most exciting new research taking place? About which issues do medical historians often disagree? Where do students (as scholars of early modern history) fit into the scholarly debates?

Books: (textbook), Lindemann, Mary. *Medicine and Society in Early Modern Europe*. CUP, 2010

Trevor-Roper, Hugh. *Europe's Physician*, Yale, 2006.

Siegemund, Justine, *The Court Midwife* (L. Tatlock, trans) Chicago, 2005.

Brooks, Geraldine. *Year of Wonders*, 2001.

Additional readings will be needed to writing assignments, and there may be another required book as announced later. The choices of readings are detailed on the tentative syllabus, which is posted on my faculty profile page.

Course requirements: regular class attendance and discussion, an oral report on one set of two books, and two 10-page essays on readings, as described on the syllabus.

5321 SEMINAR IN 19th CENTURY U.S. HISTORY: TEXAS HISTORY TO 1850

HAYNES

Section 001

Wednesday

7:00PM-10:00PM

This seminar is designed for students who wish to do in-depth research into the early history of Texas and the American Southwest. Although students will meet as a group to discuss their research and share their findings, much of the course will be spent working with the instructor on an individual basis. After selecting a topic, students will prepare an annotated bibliography of the relevant secondary literature and develop a comprehensive research plan. Students will be expected to draw heavily from published and unpublished primary sources, using the UT Arlington Library's Special Collections and/or other research archives in the metroplex.

Course Requirements:

Students will be graded primarily on their completion of a major research paper, 25-30 pages in length, which will draw upon both primary and secondary sources. They will also be evaluated on their progress during the course of the semester, and on their contribution to class discussions.

5340 ISSUES AND INTERPRETATIONS IN U.S. HISTORY

ROSE

Section 001

Monday

7:00PM-10:00PM

This course introduces students to selected topics in U.S. historiography. Its primary goal is to enable students to understand, engage, and evaluate key themes in the historical literature. Although some attention will be given to older works, the focus is on recent scholarship, methods, and approaches.

Required texts:

Blight, *Race and Reunion: The Civil War in American Memory* (2002)
Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (1995)
Cronon, *Nature's Metropolis: Chicago and the Great West* (1992)
Dower, *Cultures of War: Pearl Harbor, Hiroshima, 9-11, Iraq* (2011)
Ellis, *American Creation: Triumphs and Tragedies at the Founding of the Republic* (2007)
Foner and McGirr, eds., *American History Now* (Temple University Press, 2011)
John, *Network Nation: Inventing American Telecommunications* (2010)
Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (2001)
McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (2010)
Moreton, *To Serve God and Wal-Mart: The Makings of Christian Free Enterprise* (2010)
Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2005)
Richter, *Facing East from Indian Country: A Native History of Early America* (2001)
Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (2008)
Self, *American Babylon: Race and the Struggle for Postwar Oakland* (2005)
Taylor, *American Colonies: The Settling of North America* (2002)

Course requirements: active participation in discussion, contributions to class blog, two book reviews, and final historiographical essay

5341 ISSUES AND INTERPRETATIONS IN EUROPEAN HISTORY (COLLOQUIUM): EMPIRES

BABIRACKI

Section 001

Monday

7:00PM-10:00PM

In this colloquium, graduate students will be expected to master a sample of secondary literature devoted to problems of empire. We shall focus on the issues and problems in the historiography of modern European colonial projects and the Russian empire. The course will be organized thematically, covering such issues as state building, violence, race, knowledge, migration, religion, etc. Our main interest will be in the nineteenth and early-twentieth centuries, but a larger context of European and Russian colonial expansion will likewise be considered. We will examine the complex and multifarious processes of empire-building and a range of historiographic approaches in the light of selected theoretical debates about the meaning and significance of empire.

BOOKS: Sven Lindqvist, *Exterminate All the Brutes* (New York: New Press, 1996); ISBN-13: 978-1565843592
 Breyfogle, Nicholas *Heretics And Colonizers: Forging Russia's Empire In The South Caucasus*, (Cornell University Press, 2005); ISBN-13: 978-0801442421
 Michael Adas, *Machines As the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (1990); ISBN-13: 978-0801497605
 David Northrup, Indentured Labor in the Age of Imperialism, 1834-1922 (Cambridge Univerwsity Press, 1995); ISBN: 978-0521485197
 Francine Hirsch, *An Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union* (Cornell UP; ISBN-13: 978-0801489082)
 Joseph Morgan Hodge, *Triumph of the Expert: Agrarian Doctrines of Development and the Legacies of British Colonialism* (Ohio UP, 2007).
 Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe* (Penguin; ISBN-13: 978-0143116103)

5348 TOPICS IN PUBLIC HISTORY

CHARLTON

Section 001

Thursday

7:00PM-10:00PM

THIS COURSE WILL BE TAUGHT AT THE UTA: FORT WORTH CENTER

I. **Course Description:** History 5348: **Oral History Methods and Methodology** is a three-hour graduate course designed to introduce and train students in the concepts and techniques of oral history. Simply defined, oral history is a selective method of collecting primary historical information in audio or video form and subsequently making this information available for use in historical research and writing. Oral history combines the personal interview—a centuries-old way of gathering eyewitness information—with the dynamic technology found in modern recording devices associated with preservation of both audio and video materials. This combination oftentimes produces a historical source that is intensely personal and deeply moving. The course will focus on both broad themes and general issues relating to the rise of interest in oral history, such as its historical development, the philosophy behind it, and its use as evidence, with appropriate attention to relatively more narrow and practical concerns, such as interviewing techniques, legal issues, project design, and transcribing/editing methods, and digitization of oral memoirs as they take on significance and preservation issues in archival settings.

II. **Public History Component:** History 5348 is a special topics course available in a series of courses offered by the Department of History in the growing field of public history. To its proponents and advocates, public history refers to the practice of history outside of the formal or academic setting. More and more history graduates are looking outside of teaching for

opportunities to employ their skills. Areas such as archival administration, historical editing, historic preservation, policy analysis, and oral history are all areas where the skills of the historian are being used. Students interested in taking additional courses in public history should consult the graduate advisor in the Department of History at The University of Texas at Arlington.

Books: Thomas L. Charlton, Lois E. Myers and Rebecca Sharpless, eds., *History of Oral History: Foundations and Methodology* (AltaMira Press, 2007) paper. ISBN-10 0759102309; ISBN-13 9780759102309

Donald A. Ritchie, *Doing Oral History: A Practical Guide*, 2nd ed. (Oxford University Press, 2003), paper. ISBN-10 0195154347; ISBN-13 978-0195154344

Robert Perks and Alistair Thomson, eds. *The Oral History Reader*, 2nd ed. (Routledge Press, 2006), paper. ISBN-10 0415343038; ISBN-13 978-0415343039

Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories* (State University of New York Press, 1991), paper. ISBN-10 0791404307; ISBN-13 978-0791404300

THIS COURSE WILL BE TAUGHT AT THE UTA: FORT WORTH CENTER

5350 HISTORY OF CARTOGRAPHY

DEMHardt Section 001

Thursday

7:00PM-10:00PM

This course gives a general introduction into techniques and major topics in the history of cartography. In addition it provides a basic overview of the development of surveying, map making, and map usage from the 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 classes HIST 6301 (Exploration and the History of Discovery) in Fall 2012 and/or HIST 6323 (The Second Age of Discovery) in Spring 2013 are strongly advised to take HIST 5350 now for a better success.

TEXTBOOKS / REQUIRED READINGS

Barber, Barber (Ed.):

The Map Book.

New York (Walker & Company) 2005.

ISBN: 978-0-8027-1474-9 (hard cover)

Martin, Geoffrey J.:

All Possible Worlds: A History of Geographical Ideas.
New York (Oxford University Press) 4th edition 2005.
ISBN: 978-0-19-516870-9 (hard cover)

Thrower, Norman J.W.:

Maps & Civilization. Cartography in Culture and Society.
Chicago / London (University of Chicago Press) 3rd edition 2007.
ISBN: 978-0-226-79974-2 (paperback)

6303 COLLOQUIUM IN REVOLUTIONS AND TRANSFORMATIONS

REINHARDT Section 001

Tuesday

7:00PM-10:00PM

DESCRIPTION & GOALS

“Capitalist” or “Modern” or “Democratic” or “Atlantic” Revolution – or simply an episode in a wider “World Crisis” that occurred in this period? What should we include and how exactly should we define our terms? When does a disturbance qualify as a “true” revolution and when is it merely a rebellion or a war of colonial independence? What exactly is the nature of pre-modern revolts? What are the origins of revolutions (however defined)? Addressing these questions will be the initial goal of our colloquium.

We will then inquire into individual revolutions/rebellions occurring in the West between 1640 (in England) and 1848-51 (in Europe), asking how they were related to the profound economic transformation of the Atlantic world that began in the sixteenth century. Nineteenth-century theories of revolution, especially that advanced by Karl Marx, are considered, as well as the later contributions by theorists of modernization and revolution such as Samuel Huntington, Charles Tilly, and Theda Skocpol. Finally, the concept of “Atlantic Revolutions” advanced in mid-twentieth century by R.R. Palmer and Jacques Godechot will be examined.

Our historical account begins with an inquiry into the origins and impact of the first “modern” revolutions, i.e., the English Revolution of 1640-60 and the subsequent “Glorious” Revolution of 1688, and their legacy for the Atlantic world. We will then compare and contrast conflicting views on the origins, consequences, and transatlantic impact of the French Revolution. The influence of these revolutions on the American and Haitian revolutions will next be examined. Lastly, we will examine the ambiguous significance of the revolutions of 1848-51 in Europe and the mid-century crisis in the USA over questions of nationalism and freedom.

At the most basic level, the goal of the course is help us learn more about “what happened” in the various revolutions. Just as important, however, is familiarizing ourselves with major concepts and theories of revolution, particularly those relevant to the Transatlantic world, thereby enabling us to think more critically about their origins, impact, and meaning.

REQUIRED BOOKS (revised 12/15/2011)

Armitage, David and Sanjay Subrahmanyam, eds. *The Age of Revolutions in Global Context, c. 1760-1840.*

(Palgrave, 2010)
ISBN 978-0230580473
Parker, David, ed. Revolutions and the Revolutionary Tradition in the West, 1560-1991. (Routledge, 2000)
ISBN 978-0415172950
Hill, Christopher. The World Turned Upside Down. Radical Ideas During the English Revolution. (Penguin, 1991)
ISBN 978-0140137323
Linebaugh, Peter & Marcus Rediker. The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic. (Beacon Books, 2000)
ISBN 978-0807050071

Bender, Thomas. A Nation among Nations. America's Place in World History. (Hill & Wang, 2006)
ISBN 978-0809072354
Stone, Bailey. Re-interpreting the French Revolution. A Global-Historical Perspective. (Cambridge U. Press, 2002)
ISBN 978-052100997
Popkin, Jeremy. You Are All Free: The Haitian Revolution and the Abolition of Slavery. (Cambridge U. P., 2010)
ISBN 978-0521731942
Sperber, Jonathan, The European Revolutions, 1848-1851. (Cambridge Univ. Press, 2nd Edition, 2005)
ISBN 978-0521547796

6304 COLLOQUIUM: INTERCULTURAL TRANSFERS

ADAM Section 001 Thursday 2:00PM-4:50PM

Course content: This colloquium will introduce MA and PhD students to the study of intercultural transfer as a subfield of transnational and transatlantic history. Using the examples of education, higher education, painting, and the literary genre of *Indianer* novels and movies, students will familiarize themselves with the theoretical concept of intercultural transfer and study its application. Students will further receive an introduction to the study of nineteenth-century travel writing (Travel journals of Anna and George Ticknor).

Required Text books:

Colin G. Calloway, Gerd Gmünden and Susanne Zantop (eds.), *Germans and Indians: Fantasies, Encounters, projects*, Lincoln and London: University of Nebraska Press 2002.

Thomas Adam and Gisela Mettele (eds.), *Two Boston Brahmins in Goethe's Germany: the Travel Journals of Anna and George Ticknor*, Lexington Books 2009.

Thomas Adam and Ruth Gross (eds.), *Traveling between Worlds: German-American Encounters*, College Station: Texas A & M University Press, 2006.

Thomas Adam, *Intercultural Transfers and the Making of the Modern World, 1800-2000*, Palgrave 2011 (ISBN: 9780230243545)

Karl May, *Winnetou*, New York, Continuum.

6321 RESEARCH SEMINAR IN ATLANTIC HISTORY TO 1800

GARRIGUS

Section 001

Monday

2:00PM-4:20PM

The culmination of this course is the production of an original research paper based on primary sources from period 1492-1800. The paper will examine some aspect of Atlantic history chosen by the student in consultation with the instructor. Students will receive instruction in the use of Zotero bibliographic software, which is required. The first third of the class will be devoted to discussing recent developments in Atlantic historiography and tracking down physical and electronic sources for the paper. For most of the semester, students will work independently, meeting individually with the instructor to discuss their progress. At the end of the semester we will reconvene as a group for an oral presentation of the papers.

Required books:

1. Greene, Jack, and Philip D. Morgan, eds. *Atlantic history: A critical appraisal*. Oxford University Press, 2009. ISBN 9780195320336
2. Sweet, James H. *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*. Chapel Hill: University of North Carolina Press, 2011. ISBN 9780807834497

We'll also read assorted articles to be announced.