

**SPRING 2016**  
**GRADUATE COURSE DESCRIPTIONS**

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HISTORY 5900 INTRODUCTION TO QUANTITATIVE METHODS IN HISTORY

3 Cr. Hrs.

The goal of the course is to improve students' quantitative skills and to stimulate interest in quantitative methods and social science history. The course prepares students to conduct historical research on topics that involve quantitative evidence. The course also prepares students for the intermediate sequence in statistics offered by the Department of Statistics and for the quantitative sequences offered by the Departments of Sociology and Political Science. The course will emphasize exploratory, graphic, and visual approaches to data. The goal is to build students' confidence and quantitative intuition before introducing them to classical statistics.

Please note that despite the high number, this is an introductory course in data analysis, comparable to the 1000-level series in the Statistics Department. The number is high so graduate students can receive full graduate credit for the course.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
12:45-2:05	TR	Roth, R.

Required text:

David S. Moore and William I. Notz, *Statistics: Concepts and Controversies*, 8<sup>th</sup> ed. (Freeman 2014). ISBN-13: 978-1-4641-2373-3.

Assignments:

Unlike most history courses, grades will be based primarily on the results of weekly homework assignments. Students will also have a take-home final that draws on all the major data analysis tools that will be discussed in the class.

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HISTORY 7012 HISTORIOGRAPHY OF MODERN U.S. HISTORY

3 Cr. Hrs.

This graduate readings course provides students an overview of historical scholarship written on U.S. history from the period of 1945 to the late 20<sup>th</sup> century. We will cover a variety of subfields from political, labor, women's, cultural, and ethnic history. This course is designed to help prepare students for general exams in Modern U.S. History but is open to any students interested in the topic.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2:15-5:00	Monday	Fernandez, L.

Assigned Readings (tentative):

Cowie, Jefferson *Stayin' Alive: The 1970s & the Last Days of the Working Class*. NY: New Press, 2010.  
Escobedo, Elizabeth R. *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Homefront*. Chapel Hill: University of North Carolina Press, 2013.  
Hirsch, Arnold R. *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*. Cambridge: Cambridge University Press, 1983.

May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. NY: Basic Books, 1999.  
Moreton, Bethany *To Serve God and Wal-Mart: The Making of Christian Free Enterprise*. Cambridge, MA: Harvard University Press, 2009.  
Orleck, Annelise. *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty*. Boston: Beacon Press, 2005.  
Self, Robert O. *All in the Family: The Realignment of American Democracy since the 1960s*. New York: Hill and Wang, 2012.  
Several other books and articles.

Assignments:

Grade will be based on: Class Participation, Discussion Leading, Review Essays, Final Paper

Prerequisites or Special Comments:

Graduate standing.

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HISTORY 7086 THE CIVIL RIGHTS & BLACK POWER MOVEMENTS

3 Cr. Hrs.

This graduate readings course in African American history will focus on the Civil Rights and Black Power Movements. It begins by looking at black activism and black life during the Jim Crow era. It continues by examining the grassroots organizing campaigns led by the young radicals of the Student Nonviolent Coordinating Committee (SNCC), and by examining the civil rights roots of the Black Power Movement. It concludes by examining Black Power organizations, specifically the Black Panther Party, and Black Power struggles, primarily in the urban North. Broadly, this course aims to make clear the process of social movement formation. More specifically, it seeks to explicate the process by which seemingly powerless African Americans, in both the North and the South, organized to transform the society in which they lived, and the way white Americans, from rural hamlets in Mississippi to the halls of Congress, responded.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
10:20-1:05	Monday	Jeffries, H.

Assigned readings include: TBA

Assignments:

3-5 book reviews

10-15 page historiographical essay on a Civil Rights/Black Power theme of the students choosing due at the end of the quarter.

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HISTORY 7265 STUDIES IN FRENCH HISTORY

3 Cr. Hrs.

The focus of this course will be the major developments and historiographical debates in French history since 1815, with an eye to the larger European context. Themes will include the fashioning of the bourgeois self, ideologies and social change in the nineteenth century, revolution and reaction, the “crisis of modernity,” war and its impact, and decolonization. Our readings will include both “classics” and noteworthy new works.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
12:40-3:45	Thursday	Conklin, A.

Assigned readings (tentative):

Jerrold Siegel, *The Idea of the Self: Thought and Experience in Western Europe since the Seventeenth Century*

Jan Goldstein, *Console and Classify*

Jennifer Sessions, *By Sword and by Plow*

Patrick Weil, *How to Be French*

Caroline Ford, *Divided Houses: Religion and Gender in Modern France*

Susan Pedersen, *The Guardians*

Daniel Sherman, *The Construction of Memory in Interwar France*

Miranda Pollard, *Mobilizing Gender in Vichy France*

Sara Farmer, *Martyred Village* OR Henri Rousso, *Vichy Syndrome*

Camille Robcis, *The Law of Kinship: Anthropology, Psychoanalysis, and the Family in France.*

Assignments:

Weekly reviews of the reading. One class presentation.

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HISTORY 7280 STUDIES IN RUSSIAN, SOVIET & EURASIAN HISTORY

3 Cr. Hrs.

This course is a graduate colloquium on selected topics in Soviet history. The purpose of the course is to introduce students to the most influential works and approaches in the field. Each week we will discuss a major book on Soviet history with attention both to the historical events discussed and the historiographical approach utilized by the author. Topics covered will include the Russian Revolution, Marxist ideology, Soviet culture, sex and gender roles in Soviet society, Stalinist industrialization, the postwar era, nationalities in the Soviet system, and the legacy of the past for Russia today.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
9:35-12:20	Wednesday	Hoffmann, D.

Assigned Readings: Roughly ten books will be assigned.

Assignments:

Students will be expected to complete all readings and participate in weekly discussions. Class participation will account for 50% of the final grade. The only written assignment for the course will be a take-home essay at the end of the quarter. At the last class meeting, the instructor will give students several topics, and students should choose one as the basis of the essay. Students will then have two weeks to write a 12-page (typed and double-spaced) essay based on the readings for the course. No additional reading or research will be required. This format is designed to encourage students to give maximum attention and thought to the assigned readings during the quarter. Such attention will provide the best preparation for the final essay.

Prerequisites and Special Comments:

This course is open to all graduate students. Advanced undergraduates may also be admitted with the permission of the instructor.

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HISTORY 7425 STUDIES IN JAPANESE HISTORY

3 Cr. Hrs.

**NOTE: this course is offered the second seven-week term of the Spring Semester.** Reading lists will be available at the start of the semester for students who wish to begin reading early.

Readings will focus on early modern and modern Japanese environment, science and technology and their relationship to the emerging modern Japanese state, empire and post-World War II recovery/development. Exemplary titles include, Stephen A. Moore, *Constructing East Asia*, James Bartholomew, *The Formation of Science in Japan*, Louise Young, *Japan's Total Empire*. Jun Uchida, *Brokers of Empire*.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
12:45-2:05	TR	Brown, P.

Assignments: One extended bibliographic essay or equivalent; leading discussions of books, summaries of books.

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HISTORY 7500 STUDIES IN INTERNATIONAL HISTORY

3 Cr. Hrs.

This readings and discussions course will examine the political, economic, diplomatic and military relations between and among the Great Powers in the nineteenth and twentieth centuries through the lens of intelligence history. As recently as the 1980s, intelligence was still considered to be the “missing dimension” of the study of international relations and diplomacy. The role played by intelligence in the shaping and, in some cases, implementation of policy was largely ignored, generally misunderstood, and often barely acknowledged by scholars working on questions of force and statecraft in the international realm. In the last four decades, however, the field of intelligence studies has developed to the point that no one would consider intelligence to be entirely absent from discussions of military and political policy decisions. The body of scholarship on the role of intelligence past, present and future is constantly growing, and the field has been embraced by historians and political scientists alike. This course will explore some of that literature.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2:20-5:15	Tuesday	Siegel, J.

Assigned Readings: (tentative)

The reading list may include:

Andrew, Christopher. *The Mitrokhin Archive*.

Black, Ian and Benny Morris. *Israel's Secret Wars. A History of Israel's Intelligence Services*.

Dockrill, Michael & David French, eds. *Strategy & Intelligence: British Policy during the First World War*.

May, Ernest. (ed.) *Knowing One's Enemies: Intelligence Assessment before the Two World Wars*.

*The Butler Report* and *The 9/11 Commission Report*. (Excerpts)

Weiner, Tim. *Legacy of Ashes: The History of the CIA*.

Winks, Robin. *Cloak and Gown: Scholars in the Secret War, 1939-1961*.

Assignments:

Weekly readings and class discussions

One historiographical paper.

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HISTORY 7550 STUDIES IN MILITARY HISTORY

3 Cr. Hrs.

An introduction to major works in military history and the history of violence. Readings include Lawrence Kelley, *War Before Civilization*; David Bell, *The First Total War*; Drew Gilpin Faust, *This Republic of Suffering*; Alain Corbin, *The Village of the Cannibales*; Joanna Bourke, *An Intimate History of Killing*; Michael Roper, *The Secret Battle*; Alice Kaplan, *The Interpreter*; Jesse Glenn Gray, *the Warriors*.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2:20-5:15	Monday	Cabanes, B.

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HISTORY 7575 STUDIES IN MILITARY THOUGHT & STRATEGY

3 Cr. Hrs.

This graduate readings course focuses on major themes in the formulation and implementation of national strategy, as well as basic issues that underpin the making of strategy; e.g., the causes of war, war termination, and the problem of moral judgment in war. Emphasis is on preparation for the Ph.D. general examination.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
12:45-3:40	Wednesday	Grimsley, M.

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Assigned Readings (tentative):

In addition to articles totaling about 75,000 words, the following books are required:

Robert B. Strassler (ed.), *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*. New York: Free Press, 1998.

Geoffrey Blainey, *The Causes of War*. 3rd Edition. New York: Free Press, 1988.

Michael Walzer, *Just and Unjust Wars: A Moral Argument With Historical Illustrations*. New York: Basic Books, 2006.

Fred Charles Iklé, *Every War Must End*. Revised Edition. New York: Columbia University Press, 2005.

Peter Paret, Felix Gilbert, and Gordon A. Craig (eds.) *Makers of Modern Strategy from Machiavelli to the Nuclear Age*. Princeton, N.J.: Princeton University Press, 1986.

Carl von Clausewitz, *On War*. Michael Howard, Peter Paret, and Bernard Brodie, eds. Indexed Edition. Princeton, N.J.: Princeton University Press, 1989.

Williamson Murray, Alvin Bernstein, and MacGregor Knox (eds.), *The Making of Strategy: Rulers, States, and War*. New York: Cambridge University Press, 1996.

Assignments:

1. *Attendance* (10 percent of course grade).
2. *Participation* (40 percent). Students must participate fully in all discussions. In addition, each student will be tasked to lead one of the sessions, and will be evaluated on their effectiveness in doing so.
3. *Critical Essay* (50 percent). Students will write a 3,000-word analytical response to a course-related

question of the sort given in Ph.D. general examinations.

Prerequisites and Special Comments:

Graduate students only.

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HISTORY 7650 STUDIES IN WORLD HISTORY (**Global Early Modern**)

3 Cr. Hrs.

This course will require students to analyze a number of works, both articles and books, that are either established as classic studies or have otherwise proven to be very influential in the study of world history, **with a sustained focus on the early modern era**. Students are responsible for completing assigned readings by the dates assigned and attending the seminar prepared to discuss the material. On several occasions during the semester students will be required to present the material to the class. Special attention will be given to the individual authors' arguments, their use of primary sources to substantiate those arguments, their debts to earlier scholarship, and the developing historiography of the field. At the end of the semester, students will submit a thorough historiographical analysis summarizing our work during the semester. Students' grades will be determined by their command of the sources as demonstrated through his participation in our meetings (50 percent), and the quality of their final papers (50 percent).

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2:20-5:05	Tuesday	Levi, S.

Assigned Readings

To be assigned. Readings will be available on reserve.

Prerequisites and Special Comments:

Graduate students only.

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HISTORY 7711 GRADUATE READINGS IN THE HISTORY OF MEDICINE & HEALTH

3 Cr. Hrs.

This graduate readings course introduces students to the history of medicine and health as a historical field. Each student is expected to bring his or her own chronological, geographical and thematic strengths in history to our discussions in order to explore how work in the history of medicine and health intersects with scholarly insights in other areas. Our readings range broadly across time and space. All of the books chosen for discussion were awarded the Welch Prize from the American Association of the History of Medicine, and so represent the discipline's consensus on the best single author publications in this area over the past thirty years.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
12:45-3:40	Wednesday	Lawrence, S.

Assigned Readings:

Anderson, Warwick. *The Collectors of Lost Souls: Turning Kuru Scientists into Whitemen*. The Johns Hopkins University Press: 2008.

Curtin, Philip *Death by Migration*. Cambridge University Press, 1989.

- Evans, Richard J., *Death in Hamburg: Society and Politics in the Cholera Years, 1830-1910*. Oxford University Press, 1987.
- Geison, Gerald L. *The Private Science of Louis Pasteur*. New York: Princeton University Press, 1995.
- Kuriyama, Shigehisa. *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*. New York: Zone Books, 1999.
- McVaugh, Michael R. *Medicine Before the Plague: Practitioners and Their Patients in the Crown of Aragon, 1285-1345*. Cambridge University Press, 1993.
- Pressman, Jack D. *Last Resort: Psychosurgery and the Limits of Medicine*. Cambridge University Press, 1998.
- Tomes, Nancy. *The Gospel of Germs: Men, Women and the Microbe in American Life*. Cambridge, MA: Harvard University Press, 1998.
- Ulrich, Laurel Thatcher. *A Midwife's Tale*. NY: Knopf, distributed by Random House, 1990.
- Warner, John Harley. *The Therapeutic Perspective: Medical Practice, Knowledge, and Identity in America, 1820-1885*. Cambridge, MA: Harvard University Press, 1986.
- Willrich, Michael. *Pox: An American History*. New York: Penguin Press, 2011.

#### HISTORY 7900 COLLOQUIUM IN THE PHILOSOPHY OF HISTORY & THE HISTORIAN'S SKILLS

3 Cr. Hrs.

The course is an advanced introduction to the professional practice of history. Its primary aim is to provide students with a functional literacy in contemporary historical methodology. Following a broadly chronological scheme, it traces the evolution of history as a discipline, from its formation as a professional field in the early nineteenth century up to the present day. Course readings (both theoretical and applied) will focus in particular on methodological developments since World War II, exploring the nature and influence of e.g., Marxist historiography, the various *Annales* paradigms, and approaches informed by anthropology, postmodernism, and postcolonial theory. Along the way, important questions raised include: Why does the past matter? How do societies use history? Is it possible to write a truly objective historical account? Does history need to be "relevant" to present-day concerns?

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
1:50-5:05	Tuesday	Anderson, G.

#### Assignments:

Grade based on: preparation of readings; classroom participation; term paper.

#### HISTORY 7900 COLLOQUIUM IN THE PHILOSOPHY OF HISTORY & THE HISTORIAN'S SKILLS

3 Cr. Hrs.

The course is an advanced introduction to the practice of history. It will examine the development of the philosophy of history and representative works of history from the ancient world to the present. The main focus will be on the formation of history as a modern discipline from the early nineteenth century up to the present day. Course readings will include theoretical works and practical examples. It will deal with many historiographical developments including Marxist historiography, the *Annales* school, the influence on history from economics, anthropology, postcolonial theory, the philosophy of language and more. Broader questions will be addressed throughout, including: What are the uses of the past and of historical study? Can the historian be objective? What does the historian have to say about the present?

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2: 15- 5:00	Thursday	Kaye, A.

Prerequisites and Special Comments:  
Graduate standing.

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HISTORY 7910 PROSPECTUS WRITING & PROFESSIONAL DEVELOPMENT  
3 Cr. Hrs.

This seminar is dedicated to researching and writing your dissertation prospectus. Throughout the semester we will focus on the craft of historical writing, as well as the practicalities of launching a research project. We also will discuss professional development skills, including grant writing, building a resume and planning a career, writing and presenting a conference paper, and book reviews. As we move through the class, you will analyze preliminary questions/rationale, your argument/thesis, method and theory, primary and secondary sources, and writing strategies. We also will consider such matters as grammar, style, and organization. In preparing your prospectus you'll draw particularly on three areas of support:

- **First**, your fellow students are a valuable source for feedback. In this course you will help each other launch your projects.
- **Second**, I will read your drafts and offer advice.
- **Third**, your advisor and members of your dissertation committee are the experts to whom you will turn for substantive advice about archives, resources, and the feasibility of your project.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
4:20-7:15	Thursday	Smith, S.

Assigned Readings: TBA

Assignments: TBA

Prerequisites and Special Comments: Graduate Standing

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HISTORY 8000 SEMINAR IN EARLY AMERICAN HISTORY TO 1877  
3 Cr. Hrs.

"Family and Empire in the British Atlantic, 1660-1800" will discuss recent literature on the relationship between networks of kin (fictive and real) and the growth of the British Empire. This is an attempt to blend two different historiographies into a coherent narrative of power. Looking at families in North America, merchant families in Britain, and kinship among enslaved Africans and Native Americans, we will consider the extent to which the success of the British Empire rested on a confluence of personal and public interests. Due attention will also be paid to the Spanish, Dutch, and French.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
2:20-5:15	Tuesday	Cayton, A.



### Assigned Readings

Roughly one monograph a week. Likely authors include John Thornton, David Hancock, Emma Rothschild, Linda Colley, Kathleen Wilson, Trevor Burnard, Bernard Bailyn, and Stephanie Smallwood.

### Assignments:

Regular, active participation.

Some short in-class writing.

A substantial (5000 words) historiographical essay that attempts to develop an argument about on the central questions of the class.

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## HISTORY 8210 SEMINAR IN ANCIENT HISTORY

3 Cr. Hrs.

### Hagiography and History

This seminar will consider the problems and possibilities of using the lives of saints, martyrs, or other holy persons in historical research. We will read influential works in the study of hagiography as well as milestone texts in the development of the genre, such as the *Martyrdom of Polycarp*, the *Martyrdom of Perpetua and Felicitas*, the *Life of Antony*, and the *Lives of Simeon the Stylite*. Our primary focus will be on the origins of hagiography in the late ancient period of Christianity (and “paganism”), but we will give some attention to developments in hagiography in the medieval West and Byzantine East. Students will produce a major research paper based on study of the primary sources in their original language.

### Time and Meeting Days

TBA: Contact instructor if you wish to enroll.

### Instructor

Brakke (.2)

### Assigned Readings (incomplete):

Patricia Cox, *Biography in Late Antiquity*

Hippolyte Delehaye, *The Legends of the Saints: An Introduction to Hagiography*

Norman Baynes, *Byzantine Studies and Other Essays* (selections)

Evelyn Patlagean, “Ancient Byzantine Hagiography and Social History”

Peter Brown, “The Rise and Function of the Holy Man in Late Antiquity”

### Assignments:

Regular participation, one book review, and a research paper.

### Prerequisites and Special Comments:

Graduate standing with experience in pre-modern history; intermediate ability in Greek or Latin.

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**ENG 8904 Writing for Publication**  
**Cross-listed as History 8881**

Writing for Publication is a workshop-based seminar designed for advanced graduate students to enhance their professional profiles—and to continue to develop their writing skills—by revising a piece of their scholarship toward publication in an academic journal.

Writing for Publication was developed in recognition of the fact that students in all fields of advanced studies are now expected to learn how to research and write essays of publishable quality as part of their graduate education. Increasingly, departmental hiring committees at both research- and teaching-oriented institutions assign their highest rankings to job candidates who have either published or at least attempting to publish their work in reputable scholarly journals before graduation.

This seminar is designed to help students understand the processes of developing a piece of scholarship/research for publication. We will explore this topic through readings about publishing as a complex of professional practices that include historical, cultural, and ideological structures and expectations. We will also *practice* the practices. Your charge is to bring to the course a piece of written work that you would like to develop for submission to an appropriate journal. This can be a paper you have written for a course, a conference paper, or a piece of your dissertation.

This course assumes that you will spend a considerable amount of time outside of class working on drafts of your paper. You will begin by getting formal advice on your paper from a faculty advisor in your own subfield. Your paper, as you develop it, will also have two in-class workshop reviews. During each these reviews, you will present a draft for the critical but constructive response of your peers. You will also submit a final revision of your paper to the instructor at the end of the course. The course provides a rare opportunity, serious time to focus your attention and energy on one piece of scholarly writing.

<u>Time</u>	<u>Meeting Days</u>	<u>Instructor</u>
5:05-8:05	Tuesday	Graff, H.

**Goals/Objectives**

This seminar has several primary objectives: 1) to introduce students to the processes of writing and revising for publication in academic journals; 2) to help students develop a particular project they have already begun in another class or in their dissertations into an essay of publishable quality. Given that objective, the seminar requires that students arrive with a suitable essay project and work-in-progress already in hand.

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