

**DEPARTMENT OF HISTORY**



**GRADUATE  
COURSE  
DESCRIPTIONS**



**SPRING 2025**

# Spring 2025 History Graduate Course Bulletin

## CORE

### **HIS 526 – Core Seminar (Theory and Practice) w 3:30-6:20pm N-303 Lori Flores**

This is a continuation of Core's year-long course and is devoted to researching and writing an original historical research paper of publishable quality. The semester will involve primary source/archival research, drafting of paper components, group workshopping of each other's writing, and discussions about possible academic journal submission after the completion of Core. **Prerequisite: This course is not open to any students who did not enroll in Core in Fall 2024.**

## FIELD SEMINARS

### **HIS 502 - Intro to Late Modern Europe T 3:30-6:20pm N-303 Young-Sun Hong**

This course will provide students with an advanced introduction to the history and historiography of Europe from 1890 to 1989. The seminar will be organized around such issues as 1) citizenship and nation, 2) civil society and democracy, 3) war, revolutions and political violence, 4) fascism and genocide, and 5) decolonization and the global Cold War. The course presumes an undergraduate major in the study of history and at least a survey knowledge of modern European history. **Prerequisite: Enrollment in MA/PhD program or permission of instructor.**

### **HIS 522 - US History Since the Civil War TH 3:30- 6:20pm N-318 Mark Chambers**

This is a field seminar in U.S. history from 1865 to the present and surveys classic and new interpretations. A course that covers so much of U.S. history in a single semester can only offer a survey of some of the most influential titles for each significant historical transformation. As such, the course considers major titles of Reconstruction, the Gilded Age, Progressive and New Deal eras, the two World Wars, the Civil Rights and Environmental movements, and the Cold War. Emphasis in the course is a mix of social and cultural history. Students will read approximately a book a week (ca. 300pp). Our discussions of texts will build necessary skills in critical reading and understanding the elements of argument, interpretation, methodology, sources, and historiographical significance. This course will also require students to design innovative and practical ways of teaching American history in their own classrooms. Course assignments include weekly discussions, written critical reading responses, present on a set of readings as discussion leader, a book review, and a final historiographical essay on a topic of their choosing (or lesson plan for MAT students). HIS MA/PhD students register for HIS 522; MAT students register for CEG 522. Non-matriculated students must obtain permission from the instructor. **Prerequisite: Enrollment in MA/PhD program or permission of instructor.**

## THEME SEMINARS

### **HIS 517 - Theme Seminar (Indigenous People) W 6:30-9:20pm N-318 Paul Kelton**

This is a readings course on historical studies of Indigenous Peoples whose lands the United States of America now claims. Students will read a selection of core works that cover major themes in Indigenous history from time immemorial to the present. Topics include cultural and demographic changes before and during the European invasion, diplomatic relations with each other and colonizers, confronting and surviving colonialism, and challenges to and defense of sovereignty. The readings will introduce students to the methods of ethnohistory: the use of ethnography/oral history, material culture/archaeology, and written sources to position Indigenous Peoples at the center of historical analysis. Works of engaged scholarship will also be featured: historians who have done their work in consultation and/or collaboration with Indigenous communities. Students will regularly report on books or articles outside of the core readings, and write three book reviews over the course of the semester. For their final projects, PhD students will submit a 15 to 20-page research or historiographical paper on an Indigenous topic that reflects their general or specific interests. MA and MAT students will write a comprehensive essay of 15 pages in which they synthesize the assigned readings of the class in an answer to these questions: "How do scholars of Indigenous Peoples practice engaged

scholarship? What insights do these scholars bring to the teaching of American history?" **Prerequisite: Enrollment in History MA or PhD Program or Permission of Instructor.**

**HIS 532 - (Religion & The State) M 3:30-6:20pm N-303 Sara Lipton**

Although in 1999 several prominent social theorists announced that "Religion is dead," in the twenty-first century religion has come roaring back as a political, social, and cultural force. From Christian nationalism in the U.S., Russia, and Europe; to sectarian violence in various regions; to the so-called "Clash of Civilizations" pronounced in the wake of 9/11; and the imposition of faith-based restrictions on reproduction and gender identity, religion has been used to mobilize state and military power. This course provides essential historical background to the claims advanced by proponents of religiously-motivated political actions. We shall examine how governments, polities, and states have interacted with religious authorities and communities in a range of periods, confessions, and geographical regions. We will start by examining ancient, late antique, and medieval theory, and then look at selected historical episodes relating to four issues: 1) civil or state religion; 2) church-state relations; 3) state power and religious minorities; 4) political expressions of faith-based approaches to gender and sex.

**Requirements:** Each student will lead discussion of one of the course readings. In addition, you will write two reaction papers to assigned readings, and a final essay discussing how the course readings can be applied to your own field of study. **Prerequisite: Enrollment in MA/PhD Program or Permission of Instructor.**

## **RESEARCH SEMINAR**

**HIS 601 - Research Seminar (Advanced Research Methods for Historians) W 3:30-6:30pm N-318 – Nancy Tomes**

This seminar provides graduate students with advanced training in the methods of historical research and writing. Our main goal is for each participant to produce a 25-30 page paper (including footnotes) that might be published as a journal article as well as form the basis for a dissertation chapter. Course readings and discussion are designed to achieve that goal. Although sources and arguments must be historical, graduate students outside the History Department are very welcome.

As part of our discussion, we will reflect on what makes historical work distinctive from other disciplines. Questions to be considered include: what are the possibilities and limitations inherent in any historical archive? What constitutes a historical source? What were the social, cultural, political and intellectual contexts of its production? Why was an image or text produced and who viewed/read it? What were its modes of circulation? Who did it privilege and who exclude? How could different groups or communities of meaning-makers alter its use and importance? Besides writing several drafts of their papers, students will be asked to discuss examples of their primary sources in class and to provide constructive feedback on their fellow student's work.

**Prerequisite: Enrollment in History PhD Program or permission of the instructor.**

## **DISSERTATION PROSPECTUS**

**HIS 695 - Dissertation Prospectus Workshop M 6:30-9:20pm N-318 Eric Zolov**

This workshop is for advanced Ph.D. students who have completed their Orals. Over the course of the semester, students will formulate the central questions motivating their dissertation research and write a 12-15 page prospectus that reflects their dissertation hypothesis, the historiographical fields their research engages, and the methodological strategy for pursuing answers to their thesis questions. Students will also produce a separate "thesis map" that encapsulates the central argument behind their dissertation proposal. The course will be broken up into smaller assignments, presentations, peer review of writing, and discussions through which students will hone separate components of the prospectus. The culmination of the class will be a public presentation based on their prospectus to the department at the end of the semester. **Prerequisite: Enrollment in History doctoral program, and HIS PhD students must be in their final year of coursework prior to advancing to candidacy.**