**HISTORY**

**G R A D U A T E C O U R S E O F F E R I N G S**

**Spring 2018**

The History Department will offer the following 6000 and 7000/8000-level courses in the Spring 2018 semester. The attached descriptions are designed to provide a clear conception of course content. It should be noted that while 6000 courses also include undergraduate students (4000 level), a distinct set of reading, writing, and grading expectations is maintained for graduate students.

**HIST 6050-001**

**QUEER AMERICAN HISTORY –** Cookie Woolner

MWF – 11:30AM-12:25PM MI 209

This course will examine the changing meanings of same-sex behavior and gender transgression and the emergence of modern LGBTQ identities and communities throughout American history. Students will learn about the shifting factors in American society that led to the formation of queer subcultures and modern gay identities, as well as the divergent experiences of same-sex loving and gender-transgressing people across race, gender, and class differences. Beginning with examinations of queer desire in early America, race and sexuality under slavery, and romantic friendships, the first part of the class will pay close attention to the varied ways that same-sex desire and sexuality were envisioned in the years before the heterosexual/homosexual binary solidified in the late nineteenth and early-twentieth centuries. We will then turn to the rise of modern gay and lesbian identities and sexology; black and white queer urban enclaves in the Jazz Age; the role of World War II in solidifying queer communities; the Homophile movement of the 1950s and 60s, the rise of transgender identities; Gay Liberation and the Stonewall uprising; lesbian feminism; the AIDS epidemic; and emergence of queer identities. At the 6000-level, the class functions as a historiographical overview of the field of U.S. queer history, allowing students to prepare for comps in US history and gender and sexuality. At the 6000-level, students can also choose to focus on original research or a on historiographical overview essay.

**HIST 6056-M50**

**IMMIGRATION IN AMERICA –** Michael J. Lejman

Online

This course traces the history of immigration and immigration policy in the United States.  Students will examine personal accounts, native responses, and the concept of the United States as a nation of immigrants from the early colonial period to the present day.  In conjunction with the geographic and economic realities of American immigration, this course will investigate social perceptions and political rhetoric surrounding immigrants, labor, security, and cultural norms in the United States.  We will interrogate terms common to American public debates as well as the historical understanding of what it means to be American. Graduate students will further consider shifts in the public memory and historiography of American immigration to better understand the evolution of scholarship in the field, as well as public policy and social perceptions, over time.

**HIST 6059-001**

**BLACK MEMPHIS** – Beverly Bond

TR – 11:20AM-12:45PM MI 205

This course will focus on the social and cultural, political, and economic roles of African Americans in Memphis from the early nineteenth century through the early twenty-first century.  The course will place Memphis in the context of state, regional and national events, and will explore issues of race, class and gender both within African American communities and between African Americans and other populations in the city.  We will explore the early migrations of African Americans into Tennessee and into Memphis/Shelby County, the lifestyles of enslaved and free African Americans western Tennessee; the impact of Civil War emancipations and migrations on social, political, and economic life in Memphis; African American communities and community institutions that developed in the late nineteenth and early twentieth century; the impact of Progressivism on the city’s black communities; the Civil Rights and Black Freedom movements in the city, and racial dynamics in contemporary Memphis.

**HIST 6260-001**

**WORLD SINCE 1945 –** Beverly Tsacoyianis

MW – 12:40PM-2:05PM

This course is a combined course with 4260, and examines the recent history of the world through lectures, small group work, and discussions of such topics as the end of WWII, the Cold War, decolonization, globalization, and the collapse of the Soviet Union. We will consider conceptual problems of dealing with such a recent period as well as historiographic debates about historical narrative, perspective, and access to sources. In addition to a textbook and academic articles in the field of history, the class has interdisciplinary components including analysis of film, historical fiction, and social science research. This course does not include material on US history, other than as necessary for understanding world history, since the History Department's curriculum includes a separate course on the subject post-1945.

**HIST 6289-001**

**AFRICAN WOMEN’S HISTORY** – Dennis H. Laumann

MW – 12:40PM-2:05PM MI 205

The experiences of women throughout the entire history of the African continent, from human origins to present. Students exposed to major epochs in African history, diversity of continent, and theoretical issues related to gender through study of primary documents, fiction, and film.

**HIST 6323-001**

**EGYPT OF THE PHARAOHS** – Chrystal E. Goudsouzian

TR – 9:40AM-11:05AM MI 305

In this course we will explore Ancient Egyptian history and society from the origins of the Egyptian state up through the end of the New Kingdom. In the first part of the class we will work to build an understanding of Egyptian political, religious, and social structures. We will do this through both chronological and thematic historical study. In the second part of the class we will use what we have learned about Egyptian society to investigate what it was actually like for non-royal ancient Egyptians to live, work, and die in this complex and fascinating society.

**HIST 6361-M50**

**HISTORY BYZANTINE EMPIRE** – Whitney E. Kennon

Online

This course introduces the history of Byzantium from the fourth century when Emperor Constantine founded Constantinople as “New Rome” in the eastern Roman Empire and set in motion the empire’s Christianization to the fifteenth century when the imperial capital succumbed to the might of the Muslim Ottoman Turks. Since it is impossible to get more than a taste of the subject in a semester, we will concentrate on major problems, such as the search for political, economic and religious stability/power, the interaction of secular and religious forces, Byzantium as a multi-ethnic pre-modern society, the role of Byzantium in medieval Europe. Following a chronological order, we will look, each week, at the questions and problems that occupy historians of Byzantium in their attempts to understand this civilization, and at some of the primary sources from which they draw their analysis.

**HIST 6440-001**

**FRENCH REVOLUTION** – Andrew M. Daily

TR – 1:00PM-2:25PM MI 319

The History of the French Revolution comprises a close study of the origins, key events, and legacies of the revolutionary events that reshaped France between 1788 and 1815. The course will also introduce students to the major historical interpretations and debates in French Revolutionary studies.

**HIST 6620-001**

**COLONIAL AMERICA TO 1783 –** Christine L. Eisel

TR – 9:40AM-11:05AM MI 319

  This course introduces students to the political, economic, and social processes in early North America prior to the era of revolutions. We will first consider the lives of the indigenous peoples of North America as well as European motivations for establishing colonies in North America. Students will examine European colonizers and those they colonized, how they interacted and influenced each other, and how geography, demography, and disease shaped their lives, creating a “new world” for all. Students in this course will consider how power was shaped by ecology, technology, gender, and race and how the struggle for power resulted in conflicts among different groups of European colonists, Native people and colonists, and between colonists and the English crown. Throughout this course, students will read, think, and write critically about the materials presented, and engage in discussions with their peers as they develop an awareness of the wide range of experiences and the diversity of viewpoints encompassed in the term “colonial America.” Successful completion of this course will give you a deeper understanding of the role that the American colonial experiences has had in shaping both the United States and the modern world.

**Please note: This course has been re-designed and will cover colonial America up to 1754.**

**HIST 6701-M50**

**US 1914 TO 1945 –** Stephen K. Stein

Online

This course will acquaint students with two of the most colorful decades in U.S. history. During the 1920s the United States became an urban nation, passing through a difficult and sometimes painful adjustment. Yet in the midst of racism, materialism, and fundamentalism, optimism flourished and the stock market boomed. The Great Depression virtually destroyed this upbeat mood. Socially, culturally, and economically, the decade of the 1930s proved a mirror image of its predecessor. The literature, art, and movies of the decade reflect its crises, and we will examine these along with the phenomenon of FDR and the New Deal. By the end of the 1930s, war loomed yet again, and we will explore how Americans adjusted to the greatest military mobilization in the history of their nation.

This is a University of Memphis online course. Students will log into the course through Spectrum/eCourseware. Along with active and regular participation in online discussions, students will need to complete midterm and final exams along with a term paper.

**HIST 6851-M50**

**HISTORY WOMEN IN AMERICA** – Christine L. Eisel

Online

This course will present women’s experiences throughout American history, from the colonial period to modern times, with an emphasis on changes in women’s working, family, sexual, and political lives. Using a variety of selected primary and secondary sources, including monographs, essays, literature, and film, you will explore the ways in which women’s public and private lives intersected with, and were often defined by, changing ideals of gender, race, and class. Through lecture, reading, discussion, students will think critically, argue effectively, and recognize and develop connections between historical issues and life outside the classroom. Over the semester, students will create a project that investigates how the image of “woman” has been portrayed in various mediums over the course of US history. Additionally, graduate students will read and review 3 significant works in the historiography of US women’s history.

**HIST 6861-001**

**PARKS/PEOPLE/PUBLIC POL –** James E. Fickle

TR – 9:40AM-11:05AM MI 403

This course will be built around six required books including Roderick Nash, Wilderness and the American Mind. Yale University Press. ISBN 0-300-02910-1; Edward Abbey, Desert Solitaire. Ballantine Books. ISBN 0-345-31313-5;

Aldo Leopold, A Sand County Almanac. Ballantine Books. ISBN 0-345-29531-5; Alfred Runte, National Parks: The American Experience. Third Edition, University of Nebraska Press. ISBN 0-8032-8963-4; Joseph L. Sax, Mountains Without Handrails. University of Michigan Press. ISBN 0-472-06324-3; and Samuel P. Hays, The American People and The National Forests. University of Pittsburgh Press. ISBN 10: 0-8229-6020-6) plus lectures, the viewing of various videos and class discussion. The videos will be viewed in class. Each student will maintain a notebook evaluating each of the videos and relating them to the assigned readings. The entries for each video will include (1) the title, producer/writer, date (2) the major topics covered (3) a discussion of how it relates to what you have read by that time (4) an evaluation assessing its writing, photography, accuracy, and overall value. The notebooks will be equal to one examination in determining the final course grade. If you miss class that entry will remain blank in your notebook. The notebooks will be turned in at the time of the final exam. The remainder of the course grade will be determined by three examinations. These will be essay examinations and will be of equal value in determining the course grade. The examinations will cover the lecture material, videos, discussion, and readings. The final examination will not be comprehensive. Graduate students will also write a term paper on a subject to be chosen in consultation with the instructor.

**HIST 6863-M50**

**HISTORY CHILDHOOD/AMERICA –** Michael J. Lejman

Online

We will follow the history of children's experiences and the social understanding of childhood in the United States from the colonial period to the present. Secondary literature on topics such as the children of Second World War soldiers and the gendered conceptions of the body as well as extensive primary accounts illustrate how the meaning of childhood and patterns of raising children have changed over time. This course draws on an extensive body of literature to develop historical perspectives on a subject that spans numerous fields and contemporary issues.

**HIST 7025-410**

**PRINCIPLES & PRACTICES HISTORY ED –** Susan O’Donovan

Online

This course introduces teaching as a legitimate field of scholarly and intellectual inquiry, one with its own sets of questions, directions, debates, data, and history.  Abandoning the conventional or folk approach to history education, we will instead immerse ourselves in the scholarship of teaching and learning.  We will start with brief review of cognitive science: pondering, for instance, how people acquire new skills and new knowledge, and how memory works.  We will go on to think about the purpose of history education, to identify (and intellectually justify) what it is we want our students to take away from our classes, and to explore the different strategies by which to achieve those ends.  Along the way, we will discuss the conventional approach to history education (a model known popularly as “coverage”), its roots in early 20th-century Jim Crow politics, and evaluate coverage in light of other epistemological possibilities. Most of all, students will use what they’ve learned to begin developing their own teaching and learning goals: intellectual and pedagogical roadmaps that when done well provide a solid foundation for their future work as interpreters of the past.  This course is required for graduate students prior to their first semester teaching their own course.

**HIST 7070/8070-002**

**RESEARCH SEMINAR-EGYPT –** Suzanne L. Onstine

W – 5:31PM-8:30PM MI 223

Emphasis on original research and writing on topics related to the ancient world, especially Egyptology.

**HIST 7070-410**

**RESEARCH SEMINAR –** Daniel Unowsky

Online

Students in this seminar will work to produce polished research papers of near publishable quality.

**HIST 7101/8101-001**

**STUDIES GLOBAL HISTORY: WORLD EMPIRES** – Gregory Mole

T – 5:31PM-8:30PM MI 223

This seminar focuses on the history of empire—both as an analytical concept and as a complex set of lived experiences. Here we will explore scholarship on a number of the world’s major empires, from Rome and the Mongol Khanate to the British East India Company and the United States. We will see how historians study empires, spaces that encompass multiple continents, linguistic groups, and religious doctrines. And we will investigate the contentious politics of inclusion and exclusion that have defined colonial experiences throughout history. This class, in short, traces out the alternative forms of political, social, and cultural association that formed in tandem with the contemporary nation-state, using empire to uncover the global foundations of modernity.

**HIST 7272/8272-001**

**HISTORIOGRAPHY MOD MIDDLE EAST** – Beverly A. Tsacoyianis

W – 2:30PM-5:30PM MI 223

This seminar focuses on the historiography of the modern Middle East, from the late 18th century until the present.  Each week there will be one book and one or more articles on topics connected to methodological and historiographic trends and debates in the field. Topics include: Orientalism and modernization theory; conceptual approaches to the development of capitalism; development of new social classes; gender as a category of social analysis; transformations of agriculture and commerce; global implications of cross-cultural contact (including trade, migration, and conquest); imperialism; anti-colonial movements; conceptualizations of Islamism; and history and memory. Students will write two book reviews, participate in class discussions, make two presentations on course readings, discuss pedagogy and build a sample syllabus, and write a comparative paper and final review essay on significant research in a particular field of modern Middle Eastern history. While the seminar is directly relevant to History MA and PhD students on the global track in our department, it will be of interest to students of all historical fields and related academic disciplines seeking to develop comparative historical models in their own areas of research. While a one-semester course cannot fully cover such a large field, our material will address major themes and approaches. Most of our case studies are focused on the Arab world in general and these regions specifically: the Ottoman Empire and the Eastern Mediterranean including Egypt, Israel/Palestine, Lebanon, Syria, and Turkey.

**HIST 7320/8320-001**

**STUDIES ANCIENT HISTORY** – Peter J. Brand

R – 2:30PM-5:30PM MI 223

The goal of this course is to conduct a historiographical review of several important works on the themes of Ancient Egyptian history, culture and political/religious ideology. We will read several important books on these themes by scholars such as John Baines, Barry Kemp, Jan Assmann, Bruce Trigger and Erik Hornung, among others.

**HIST 7320-M50**

**STUDIES ANCIENT HISTORY: THE HELLENISTIC STATES** – Aaron L. Beek

Online

This class details the events and developments of the Hellenistic World, from Alexander’s death in Babylon in 323 BCE to the defeat of Cleopatra at Actium in 31 BCE.  We will cover this almost-300 year period divided more by regions stretching from Sicily to Central Asia than by a strict chronological overview.  Among the topics covered will be cultural contacts and interactions, the reassertion of Greek monarchies, the development of a professional mercenary soldier in warfare, trade routes running from the western Mediterranean to India and even China, and the Roman conquest of the (western) Greek World

**HIST 7602/8602-001**

**US HISTORIOGRAPHY AFTER 1877** – Aram G. Goudsouzian

M – 2:30PM-5:30PM MI 223

This course examines important works and historiographical trends in subjects concerning United States history from 1877 to the present.  It places emphases on skills of critical analysis, historical knowledge, and writing.

**HIST 7650/8650-001**

**STUDIES US HISTORY TO 1877** – Beverly G. Bond

T – 2:30PM-5:30PM MI 223

This course will examine scholarship on race, gender, and the intersection of these two constructs from the early 1800s through the 1890s. Readings will focus primarily (but not exclusively) on meanings of race, gender, and shifting conceptions of race and gender as well as on the impact of racialized bondage and emancipation on African American, Native American, and white families, households and communities.

**HIST 7680-M50**

**THE AMERICAN EMPIRE: US DIPLOMATIC AND MILITARY HISTORY SINCE 1877**– Stephen K. Stein

Online

This online seminar will introduce graduate students to significant scholarship in 20th century American military and diplomatic history. Starting shortly before the Spanish-American War, weekly readings will address important topics and ideas in military and diplomatic history including the professionalization of military officers and members of the foreign service, major 20th century wars, the Cold War, the 'New Military History,' and the various ways historians have approached American foreign relations including the traditional perspectives of Samuel Flag Bemis and Dexter Perkins, the realism of Hans Morgenthau and George Kennan, the revisionism of William Appleman Williams and Walter LaFeber, the 'post-revisionism' of John Lewis Gaddis, and the newer interpretive frameworks offered by Akira Iriye, Michael Hogan, Michael Hunt, and others. Students will write book reviews, lead discussions of particular books, and compose longer historiographical essays. This semester the course will focus more in diplomatic than military history.