

Dear Students,

Attached are flyers describing most of the graduate history courses offered in fall 2015.

History 6340 Research Seminar in European History
Monday 2:30-5:30
Dr. Ittmann



This course will introduce students to primary research, with an emphasis on European history. Given the limited resources for European history available in Houston, there will be a focus on the use of web-based sources for research. *This seminar is open to all students, regardless of field, who wish to pursue a research topic.* It suggested that any student wishing to take the course consult with their advisor for assistance.

Plan of the course:

We will meet several times as a group to begin planning projects. These meetings will include talks from local historians discussing their use of archives and primary sources in their own work. Students will work on their own papers in consultation with the instructor and their advisor. Each student will produce a 15-25 page paper, which will then be presented to the seminar. Students should consider topics that may be suitable for submission as conference papers or articles.

History 6343

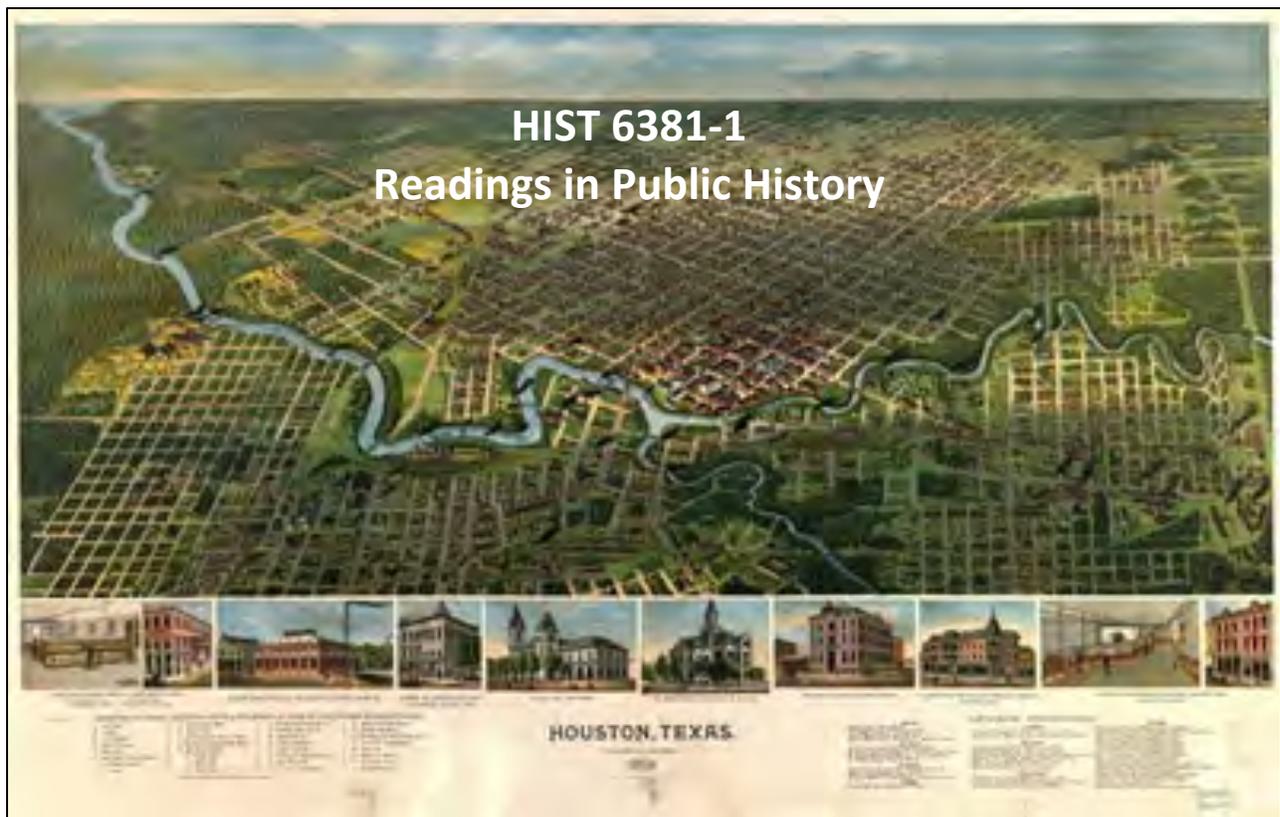
Readings in the High Middle Ages



THURSDAY 2:30-5:30 Room AH 520

Sally N. Vaughn, Ph.D.

A graduate readings course designed for a bibliographical knowledge of the High Middle Ages preparing the student for Comprehensive Examinations and for teaching. Each week will focus on a specific topic, ranging from, for example, the European Revolutions in the Year 1000--economic, technological, and social; the origins of courtliness and the formation of European kingdoms; the Gregorian Reform and its impact; the Norman Conquest of England and its consequences; heretics and heresies; high medieval women; art and architecture; the Crusades; Courtly Love and literature. On some topics, the whole class will read an assigned book. On others, students will choose each a different book from a bibliography. Each week, everyone will write a Book Review of his or her book to share with the class. Thus students will acquire substantive bibliographies on each topic, and a collection of book reviews on each topic.



Tuesdays, 2:30 PM-5:30 PM, AH 520

Monica Perales, Ph.D.

Public history is as a field that blends a strong foundation in historical scholarship with its application in non-academic environments that require collaboration and teamwork, civic engagement, and shared authority. This introductory seminar provides an overview of the major theories and issues related to the practice of public history. Students will explore the multiple ways that public historians use their skills to disseminate history in wide ranging careers in public humanities, consulting firms, government, and policy. This course also surveys the various methodologies, research techniques, and practices employed by public historians, and the tools public historians use in different settings, including oral history, material culture, digital humanities, archives collection and management, curatorial methods, and quantitative methods. This course is open to all students interested in learning more about public history as a field. It is required of all students pursuing the public history MA tracks and recommended for anyone interested in a public history minor.

HIST 6391-1: World History Theory & Teaching



Wednesdays, 5:30-8:30 p.m., AH 549

Kairn Klieman, Ph.D.

Kristin Wintersteen, Ph.D.

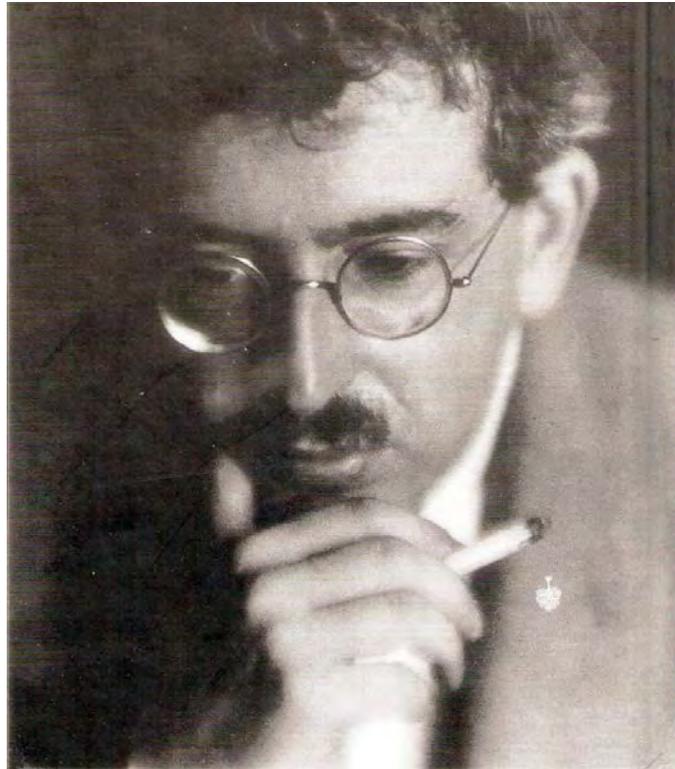
This course is designed to assist graduate students with a World History minor, preparing the students to conceptualize world history, teach undergraduate courses in world history, and take comprehensive exams in world history as a minor field. Throughout the semester, we will analyze different approaches to world history from "Big History" to biography, from globalization to regional economic networks, from Euro-centered theories to other-centered theories, as well as world history's intersection with other fields such as economic and political history, social history, religious history, environmental history, and the history of technology. The course also involves pedagogical exercises that will help prepare you to teach this course in the future.

HIST 6392
Philosophies of History

Associate Professor, José Angel Hernández

Fall 2015

Mondays: 5:30-8:30 p.m.



Course Introduction: This course introduces graduate students to an overview of the most influential schools of historical practice by exploring a number of its most important thinkers, central questions in the writing of history, and a variety of schools that have influenced the ways in which history is written. We will examine a series of arguments, methods, controversies, as well as the range of social theories and schools of thought which have influenced historiography over the past two centuries. The course does not pretend to be all inclusive or comprehensive; then again, such claims constitute one of the central problems in the philosophy of history.

HIST 6393: Atlantic America to 1800



Dr. Todd Romero - Wednesdays 2:30-5:30 - AH 549

This graduate readings course offers an introduction to topics of longstanding and more recent interest in the history of the Atlantic World from sixteenth century to the Age of Revolutions. We will closely examine the tremendous range of methodologies used by Atlanticists over the past several decades: social, cultural, political, environmental, gender, and comparative histories as well as microhistory and historical archaeology, among other concerns. We will cast a broad net and engage a fascinating body of scholarship that will prepare students for comprehensive exams, conducting research, and teaching.

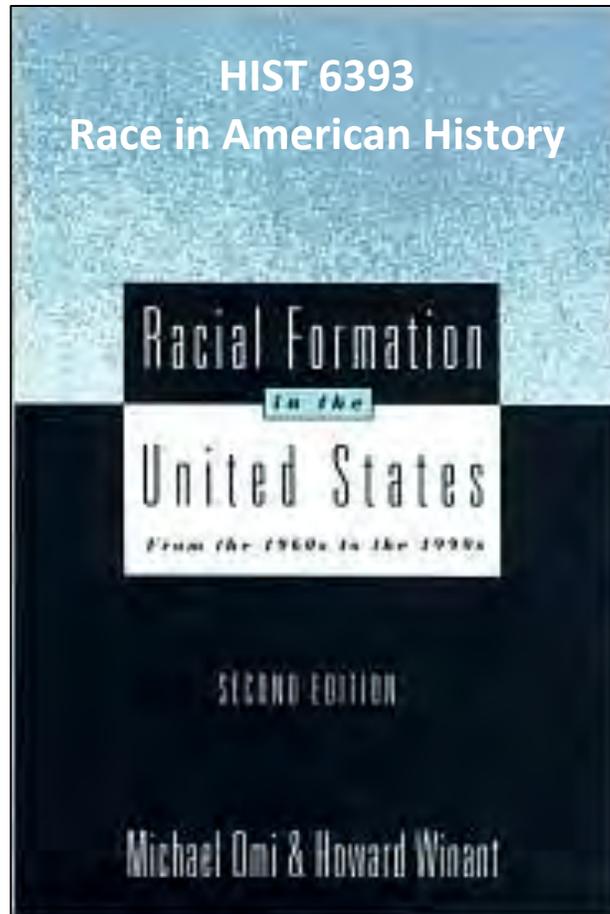
****The course also qualifies for the World History Minor**



Monday, 2:30p-5:30 pm, History Department

Raúl A. Ramo, Ph.D.

This course is designed to provide a broad historiographic overview of the literature on the American West while raising critical questions about the field. Rather than limiting the scope of the course to a geographic West, we will consider sets of processes and ideologies that take root over time in the region and beyond. These include conquest and colonization, migration, ethnic and racial formations, nation-state building, gender construction, market capitalism and mineral extraction and varieties of interactions with the environment. The focus on these themes de-center the east in the analysis of the region to include alternate readings of the same place, also defined as the north or the east for some peoples. Ultimately, the American West appears not as an isolated, exceptional locale, but rather as a significant arena of convergence and contestation of national and transnational peoples, cultures, ideas and markets.



TUESDAY 5:30-8:30, AH 520

Mark Allan Goldberg, Ph.D., and Richard Mizelle, Ph.D.

This course explores the formation of racial ideologies and the shifting and contested meanings of race in North America. Race is not a stable or fixed category, and our primary task will be to ascertain how ideas about race and practices around race came to be and how and why they have changed over time and space. We will explore large social processes and discourses that have shaped the concept of race and how various peoples, i.e., Native peoples, Africans/African Americans, Latina/os, Asians/Asian Americans, Europeans/Euro-Americans became racialized groups. We will also explore the justifications (cultural, religious, legal, scientific) for notions of racial difference. While we will spend some time analyzing racial formation, we will also explore the subjectivity of racialized and oppressed peoples and their critiques and resistance of racism and subordination. While this course will center on North America, we welcome students from any geographic field with an interest in the history of race and racial formation.



***NAZI GERMANY AND HITLER
HISTORY 6395, SECTION 25088
TUESDAY 2:30-5:30, ROOM 520AH
PROFESSOR HANNAH S. DECKER
hsdecker@uh.edu***

While a mountain of scholarship has been written about the Third Reich, it remains a puzzle. Why did the German people, one of the most highly educated populations in the world, elect to rule over them a man who had dropped out of high school at 15? Why, after reading a detailed biography about Hitler, do we remain puzzled about his psychology? How did the Nazi party manage to seize power when it never received a majority in an election? Why did German physicians enthusiastically rally around Hitler? How was Hitler able to destroy the centuries-old Prussian military establishment and bind its generals, as well as millions of common soldiers, to him? How was it possible to engineer the logistics of murdering 6 million Jews in three years? Did the Jews go like sheep to the slaughter? Why has it taken 65 years to learn about what happened to women during the Holocaust? Were the twelve years of the Nazi state an aberration or an integral part of German history? Why, after an intensive study of the Third Reich, are there still unanswered questions?