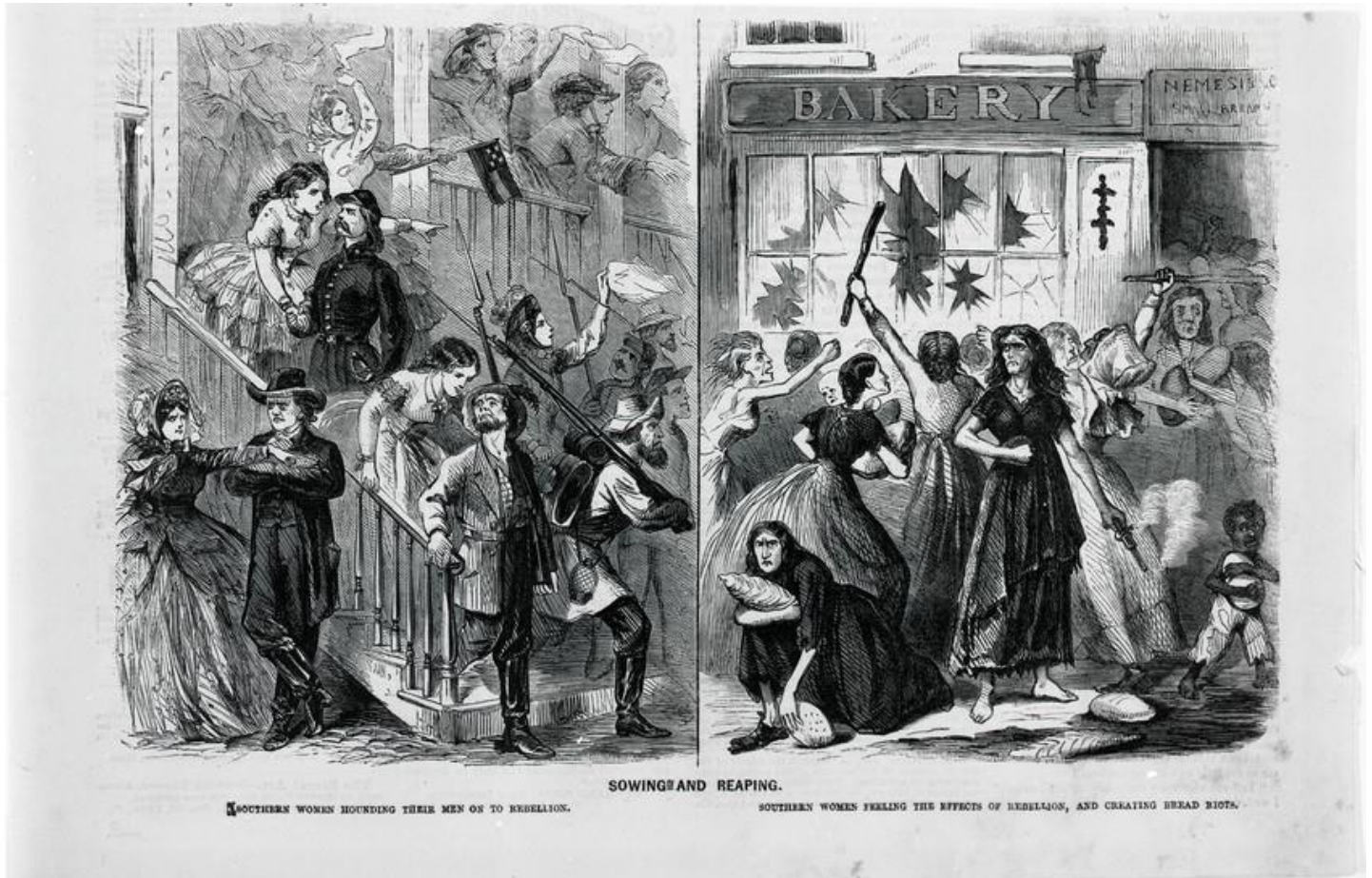

Graduate Course Offerings Fall 2014



This day in history (April 2, 1863) the Richmond Bread Riot occurred in the Confederate capital during the Civil War. (http://www.encyclopediavirginia.org/bread_riot_richmond)

Engraving, 1863, Encyclopedia of Virginia

(http://web3.encyclopediavirginia.org/resourcespace/filestore/1/0/2/8_48b7582eb7467b7/1028scr_c5b270e23b8de7d.jpg)

Department of History and Art History

Graduate History and Art History Course Descriptions

Fall 2014

Department of History and Art History
Robinson Hall 359
Phone: 703-993-1248 Fax: 703-993-1251
<http://historyarthistory.gmu.edu>

REGISTRATION BEGINS TUESDAY, APRIL 8, 2014!

FOUNDATION COURSES: (HIST 601, 602, 605, & 606): Students who did not major in history as an undergraduate may be required to take up to four foundation courses in HIST 601, 602, 605, and 606, beyond the credits required for the MA program. Students who were not required to take them at the time of admission may take **one** of these courses to count toward their program of study as an elective, but **only** if they are in Path III (Enrichment). These courses do not fulfill any distribution requirements in either a US or European history concentration.

Please refer to PatriotWeb's Schedule of Classes for the room number of course sections. Room changes may continue to occur through the first week of the semester.

ART HISTORY

ARTH 599-001:

Roman Imperial Sculpture — [Christopher A. Gregg](#)

04:30 PM to 07:10 PM M

Sculpture was a significant and ubiquitous element of Roman visual culture, manifesting in both lavish public and private displays. This seminar will begin by exploring the connections between Greek sculptural style and Roman adaptation, as well as delving into some of the technical aspects of quarrying and sculpting. We will then focus our attention on the ideological and political function of sculpture in the public sphere, primarily in the Imperial period spanning 31 BCE to 300 CE. In the Imperial period, portraits of the principes (emperors) and the imperial family were significant conveyors of meaning that communicated both to the Roman people and modern scholars much of the “propagandistic” intent of the emperor and his programs. We will also analyze major sculptural monuments associated with these emperors, such as the Ara Pacis, the Arch of Titus, and the Column of Trajan, which taken in conjunction with imperial portraiture elucidate the programmatic nature of Roman public sculpture. Course requirements will include weekly writing assignments, at least two oral presentations, and an extended scholarly research paper. Research topics will include both public and private/decorative sculpture as potential subjects. Attendance and participation will also impact the final grade. Required texts are Diana Kleiner’s *Roman Sculpture* and Eve d’Ambra’s *Roman Art in Context*. These texts will be supplemented by JSTOR articles and pdf readings on Blackboard or Reserve material.

ARTH 599-002:

Age of Rembrandt and Vermeer — [Angela Ka-Yan Ho](#)

04:30 PM to 07:10 PM T

Within decades of its emergence as a new state in the seventeenth century, the Dutch Republic rose to the position of a great maritime and economic power in Europe. This seminar explores the role played by the pictorial arts in the shaping of Dutch culture and society. The Dutch developed a booming, sophisticated art market, creating an environment in which new genres such as still life, landscape, scenes of social life, and group portraiture flourished. The course will examine the works of artists such as Rembrandt, Vermeer, Frans Hals, Jan Steen, and their less well-known but equally interesting peers. We will situate paintings, prints, book illustrations, and maps produced by these artists within their historical context, and ask how images helped construct—and comment on—religious, social, and gender norms. We will investigate the intricate links between art production and the study of natural sciences, advances in technology, commercial ventures, and colonial expansion. Class discussions will also consider the different approaches art historians have taken to interpret and evaluate pictorial works produced in this so-called Golden Age of Dutch art.

ARTH 599-003:

Body/Perception/Space/Art — [Nicole De Armendi](#)

04:30 PM to 07:10 PM W

In “Notes on Sculpture” (1966-69), artist Robert Morris offered a re-examination of sculpture that would describe, in more relevant ways, the more complex and expanded works emerging in the 1960s. In this series of essays, Morris proposed a radical definition of sculpture as a dynamic relationship between the object, the viewer’s perception, and such environmental conditions as light and space. Morris identifies these conditions as the terms of a new aesthetic emerging at the time. In the late postwar period, sculpture abandoned the autonomous object of art in favor of more expanded works that demanded new ways of seeing and located meaning in the dynamic relationship between the object, the space, and the viewer. This new kind of sculptural practice continues to inform much artistic practice today. The seminar will investigate artistic practice since the 1960s, focusing on how artists engage space, objects, and viewers, in an effort to activate different modes of perception and to offer a deepened awareness of the self, others, and

the world. To gain a better understanding of contemporary art, students will examine this expanded practice of art, evaluating works that demand viewer participation, draw attention to perception, and activate viewer space. Artist statements, prevalent theories of art, and critical responses will provide the framework for both discussion and focused analysis of these significant developments in contemporary art.

ARTH 600-001:

Methods and Research in ARTH — [Michele Greet](#)

04:30 PM to 07:10 PM M

This course will consider the history of art history, examining how approaches to understanding and interpreting art have evolved over time. Today art historians may choose from a variety of research methods such as iconography, formalism, social history, biography, as well as feminist, Marxist, and post-modern theories. This course will examine the historical context in which these options emerged as well as the implications of adopting a particular approach. The subject of this course is thus art history itself rather than a specific movement or era.

ARTH 699-001:

Ottoman Empire — [Lawrence E. Butler](#)

04:30 PM to 07:10 PM T

The vast, polyglot Ottoman Empire was one of the great world empires in the early modern period, with unique achievements in architecture and the decorative arts built on earlier Turkic and Islamic traditions. It was also a major partner and rival in the luxury goods trade with the Italian, Russian, Persian and Arab worlds. In this graduate seminar, we will investigate the history of Ottoman art and architecture, taking advantage of a new wave of scholarship on its princely arts, domed architecture, textiles, ceramics, and trade relations. We will also consider related cultural issues such as the palace and harem, poetry, music, minority communities, and its dynamic relationships with Renaissance Italy and nineteenth century Europe.

The focus of the shared readings and discussions course will be on the cultural and historical context of Ottoman art, through weekly readings and discussion of the major media, primary sources and recent scholarship. Students will lead discussions of the readings, and will present their own work in class. While this is not primarily a course on object connoisseurship, students will be welcome to pursue that in their individual research projects if they wish. As with any seminar, weekly attendance and active participation will be mandatory. Since we will be meeting at the Smithsonian, we will make use of the Freer Gallery's collection of Islamic art. We will also explore the Textile Museum's extraordinary collection of Ottoman silks, carpets and embroideries, if they reopen next fall as expected.

No prior experience with Islamic or Renaissance art is required, though students will be expected to catch up with the basics in the first few weeks of class.

ARTH 699-002:

The Gilded Age — [Jennifer van Horn](#)

05:00 PM to 08:00 PM W

This course will examine the rise and fall of the Gilded Age, a period defined by its glitz, glamour, and tremendous social and cultural upheaval. We will search for its origins in the mid nineteenth century and trace its fall in the early twentieth century. We will focus much of our attention on the material reality of life in nineteenth-century Washington. Using the city itself as a starting point we will travel from the sumptuous dinners served to diplomats in elegant townhouses, to the city's freedman's villages and its many bawdy houses to consider the intersecting material lives of elite politicians, white women of all social levels, and enslaved and free African Americans. We will take advantage of the opportunity to visit local sites but will also place Washington into a broader context of the Gilded Age in other locations. Museum visits, short writing assignments, and a final paper will be required.

ARTH 699-003:

Gender and American Artists 1880-1940 — [Ellen Wiley Todd](#)

04:30 PM to 07:10 PM R

This course examines women artists, their quest for professionalization, their interactions with modernism, their representational strategies in the arts, and their negotiations in personal lives as they confront the social, cultural and institutional changes in these decades. We will think historically and historiographically about these issues in American art by looking at a series of case studies. Students will write short critical response papers, and a longer research paper with a formal presentation at the conclusion of the course.

HISTORY

HIST 524-001:

Modern Eastern Europe — [T. Mills Kelly](#)

07:20 PM to 10:00 PM R

This course will provide students with an opportunity to more deeply examine the history of modern Eastern (or now East Central) Europe from 1848-1990, but in a different way than the typical graduate readings seminar. Rather than spend our entire semester working our way through the highlights of the scholarly literature, we will focus our thinking on a particular issue that scholars have devoted a great deal of attention to: continuity and change in local political affiliations, even as state boundaries shifted often throughout this period. We will approach this issue both through readings on the subject, but especially through work on the visualization of historical information using a variety of new media tools. Of particular novelty is the fact that this course will be aligned with similar seminars (each with their own topical focus) being taught at the University of Virginia, the University of Central Florida, and Ohio State University. Because we will be connected to students and faculty at other institutions, we'll learn a lot more than we would have otherwise. At the end of the semester we will have a final product that we can show the world—thus, we'll be engaged in learning through *making* as well as reading and discussing. **This course counts towards the Europe, 1789-1914 OR 1914-present requirement.**

HIST 525-001:

Imperial US in Latin America & Beyond — [Benjamin Arthur Cowan](#)

07:20 PM to 10:00 PM T

Current debates about U.S. empire—or lack thereof—often center around military ventures in Iraq and Afghanistan; but in this class we will historicize those debates with consideration of the United States' postcolonial relationships with states and populations in Latin America and beyond. These relationships, as we will see, went beyond the military to encompass economic, political, and cultural and social (sexual, gender, racial) agendas and entanglements. Who were the original “filibusters”? How do Teddy Roosevelt's Rough Riders and Mark Twain's anti-imperialism intersect with the history of American power throughout the 19th and 20th centuries? How, in other words, has the long-term story of America's and Americans' projection of power, influence, and image taken shape? How have previous encounters with people considered “other” (inside and outside the territorial United States) shaped identities; the way that certain U.S. Americans have come to see their own role in the world; and the way that peoples outside of the United States see that role? What has the size, shape, and modus operandi of U.S. empire *been*, historically speaking—and how has that affected notions of local culture, gender, race, and hierarchy within and outside of the U.S.? We'll focus principally on Latin America, but also seek broader context in episodes from the Philippines to Western Europe, New York, and Los Angeles.

HIST 535-001:

Approaches to History of Islam — [Huseyin Yilmaz](#)

07:20 PM to 10:00 PM T

This course aims to serve as an in-dept introduction to major themes, problems, and interpretations of Middle Eastern and Islamic history. Innovative and representative texts of historical writing on various topics, such as origins of Islam, colonialism, and gender, will be examined. We will highlight and discuss critical concepts, methodologies, ideological biases, cultural undertones, schools of thought, and theoretical frameworks in contemporary historiography. Existing paradigms will be critiqued and new approaches will be put to scrutiny. Different ways of historical thinking, analysis, and writing will be explored.

Peculiarities of Middle Eastern and Islamic history and its shared rhythms with broader world history will be emphasized.

HIST 535-002:

Commodities in World History — [Joan C. Bristol](#)

07:20 PM to 10:00 PM R

This course examines the role of American commodities such as chocolate, cocaine, cochineal, cotton, emeralds, salt, sugar, and tobacco from the colonial period to the present. Although the focus will be on Latin America we will look at commodities from other parts of the Americas as well. Commodities have linked American regions to each other and to other world regions through mercantilism and other forms of trade, and American commodities have influenced the development of cultural, social, and economic systems all over the world. The desire for commodities has also justified colonialism, created significant trade imbalances, and led to the exploitation of land and labor within and outside of the Americas. We will read monographs by historians, anthropologists, and others and consider the definition of the term commodity and the light that commodities shed on other historical and contemporary issues.

HIST 535-003:

The Crusades — [Stamatina McGrath](#)

07:20 PM to 10:00 PM W

This class is designed as part lecture and part discussion with emphasis on the interaction between the Christian East represented by the Byzantine Empire, the Muslim World and the Christian West. We will examine primary sources (in translation) and secondary sources that render a wide spectrum of ideologies and scholarship on the crusading movement. Emphasis will be on themes of cultural transmission, warfare and colonization between competing societies from Western Europe, Eastern Mediterranean and the Middle East.

HIST 575-001:

Approaches to Middle East & Islamic History — [Huseyin Yilmaz](#)

07:20 PM to 10:00 PM T

This course aims to serve as an in-dept introduction to major themes, problems, and interpretations of Middle Eastern and Islamic history. Innovative and representative texts of historical writing on various topics, such as origins of Islam, colonialism, and gender, will be examined. We will highlight and discuss critical concepts, methodologies, ideological biases, cultural undertones, schools of thought, and theoretical frameworks in contemporary historiography. Existing paradigms will be critiqued and new approaches will be put to scrutiny. Different ways of historical thinking, analysis, and writing will be explored.

Peculiarities of Middle Eastern and Islamic history and its shared rhythms with broader world history will be emphasized.

HIST 610-001:

Study and Writing of History — [Dina M. Copelman](#)

07:20 PM to 10:00 PM R

This course examines twentieth-century trends in historical scholarship, paying particular attention to the historical subfields that emerged since the 1960s (for example: the histories of race and ethnicities, women's and gender history, the history of imperialism and post colonialism, etc.). We will not look at all of these, but will try to understand the underlying processes behind new histories by examining some of them. Cultural and social history are the broad rubrics under which most of our work will fall, and we will also be interested in the ways disciplinary boundaries have been both crossed and enforced as history was influenced by trends in other disciplines and other disciplines turned to history. In examining changes in historical practice we will be looking both at how historical and social forces affected historical practices and at debates within and among historical camps. Attention to the ways that historians choose and interpret their sources, efforts to expand the realm of sources and the ways to use them, as well as changing forms of presentation will also form part of our discussions. The main writing assignments will be a take home midterm essay and a historiographic review paper.

HIST 610-002:

Study and Writing of History — [Randolph Scully](#)

07:20 PM to 10:00 PM T

This course examines modern trends, theories, and challenges in historical analysis as a means of introducing students to the academic practice of history. The course is divided into three broad sections. First, we will examine the institutional and conceptual development of the historical profession over time and explore the implications and effects of this development. Second, we will read and analyze a series of influential works that exemplify particular approaches to analyzing evidence, constructing narratives, and conceptualizing historical processes that have influenced current ideas and practices. Finally, we will engage with a handful of more recent works that highlight important aspects of the current state of the field, including the complex relationship between academic and popular approaches to history and the ways in which modern globalization might affect our historical perspective.

HIST 615-001:

Gender and American Artists 1880-1940— [Ellen Wiley Todd](#)

04:30 PM to 07:10 PM R

This course examines women artists, their quest for professionalization, their interactions with modernism, their representational strategies in the arts, and their negotiations in personal lives as they confront the social, cultural and institutional changes in these decades. We will think historically and historiographically about these issues in American art by looking at a series of case studies. Students will write short critical response papers, and a longer research paper with a formal presentation at the conclusion of the course. **This course fulfills the US, “1861-1914” OR “1914-present” requirement.**

HIST 615-002:

Digital Storytelling — [Kelly Schrum](#)

04:30 PM to 07:10 PM R

Digital storytelling can be many things: narrative . . . interactive . . . linear . . . nonlinear . . . immersive . . . art . . . ephemeral. This class will investigate a range of questions through exploration, research, and experimentation: What is digital storytelling? How does it differ from other kinds of storytelling? What happens when a story is told digitally? How do we tell stories of the past or the present through digital media? How does digital storytelling work in the classroom? Does it change learning?

The course combines reading, writing, and practice. Students will have an opportunity to examine issues through the content, context, and lens appropriate for their discipline and learning goals.

This course fulfills Applied History requirements.

HIST 615-003:

The Early Souths — [Cynthia A. Kierner](#)

07:20 PM to 10:00 PM W

What most people call “the South” is a physical, cultural, economic, and political space that coalesced and solidified in the decades surrounding the American Civil War. In the seventeenth and eighteenth centuries, by contrast, there was no single “South”—either real or imagined—though the territories that stretched from the Chesapeake to Spanish America were similarly defined by plantation-based agriculture and chattel slavery. Focusing on slavery, religion, and political culture—including that of the revolutionary era—this readings-based graduate course explores the changing economic, political, and cultural contexts of these early Souths. Why was South Carolina more like Barbados or Jamaica than Virginia in 1700, or even 1760? How did Virginians—a people who in some ways had more in common with New Yorkers than Carolinians in the colonial period—come to identify as “southerners” in the post-revolutionary era? **This course fulfills the US, “Origins to 1861” requirement.**

HIST 615-004:

Nuclear Weapons & The Cold War — [Martin J. Sherwin](#)

07:20 PM to 10:00 PM T

The seminar will examine a broad range of cold war diplomatic/military issues (1939-present) through the prism of the nuclear arms race. Subjects include: Hiroshima, H-bomb, Cuban Missile Crisis, Reykjavik, Current Global Zero movement. Weekly reading and writing assignments plus final paper. **This course fulfills the US, “1914-present” requirement.**

HIST 615-005:

Gender, Sex, & the Modern City — [Sun-Young Park](#)

07:20 PM to 10:00 PM M

This course will examine the ways in which issues of gender and sexuality have historically intersected with the rise of the modern city, focusing on key European and American cities of the 19th and 20th centuries, including Paris, London, New York, and Boston. How were conceptions of sexuality performed, embodied, and contested through urban life and culture? How did the modern city both shape, and get shaped by, these exchanges? What methods and approaches have scholars employed to create gendered analyses of urban spaces? Weekly topics will include: the public/masculine, private/feminine divide; prostitution; urban gay subcultures; working women in the city. Through readings in urban, cultural, and social history, as well as feminist and queer theory, this course will encourage students to reflect on and analyze the politics of gender that are revealed not only through social interactions, but also through material environments. **This course fulfills the US, “1861-1914” OR “1914-present” requirement.**

HIST 615-008:

American Religious History — [Sharon M. Leon](#)

07:20 PM to 10:00 PM R

History of American Religion, 1865 to Present will introduce students to the questions and problems associated with American religious history. Our primary concern will be to consider the varieties of American religious experience while keeping in mind the importance of pluralism in the U.S. context. We will read a number of genres in American religious history, including studies that focus on charismatic individuals, religious practice, denominations, public life, and the influence of race, gender, class, region and immigration. **This course fulfills the US, “1861-1914” OR “1914-present” requirement.**

HIST 615-010:

Imperial US in Latin American & Beyond — [Benjamin Arthur Cowan](#)

07:20 PM to 10:00 PM T

Current debates about U.S. empire—or lack thereof—often center around military ventures in Iraq and Afghanistan; but in this class we will historicize those debates with consideration of the United States’

postcolonial relationships with states and populations in Latin America and beyond. These relationships, as we will see, went beyond the military to encompass economic, political, and cultural and social (sexual, gender, racial) agendas and entanglements. Who were the original “filibusters”? How do Teddy Roosevelt’s Rough Riders and Mark Twain’s anti-imperialism intersect with the history of American power throughout the 19th and 20th centuries? How, in other words, has the long-term story of America’s and Americans’ projection of power, influence, and image taken shape? How have previous encounters with people considered “other” (inside and outside the territorial United States) shaped identities; the way that certain U.S. Americans have come to see their own role in the world; and the way that peoples outside of the United States see that role? What has the size, shape, and modus operandi of U.S. empire *been*, historically speaking—and how has that affected notions of local culture, gender, race, and hierarchy within and outside of the U.S.? We’ll focus principally on Latin America, but also seek broader context in episodes from the Philippines to Western Europe, New York, and Los Angeles. **This course fulfills the US, “1861-1914” OR “1914-present” requirement.**

HIST 616-001:

U.S. Westward Movement — [Paula Petrik](#)

07:20 PM to 10:00 PM M

Americans have always been fascinated with the idea of place, especially the West, and with its collateral idea, the frontier (if such a thing ever existed). This course is designed as an exploration of these ideas and as an introduction to the major themes and arguments in the history of the trans-Mississippi West, the region most closely identified with “frontier.” As class participants might expect, the class is an intensive reading in which the emphasis is on interpretation rather than the recall of facts. (A scholar once remarked, “A readings course is the process of stuffing oneself on books until one is done up like a Thanksgiving turkey.”) The turkey business aside, this is an “old timey” graduate seminar, in which the emphasis is on discussion and the exchange of ideas. But wait, there’s more. In this iteration of the course, we also be working with some primary documents so that participants, first, obtain some notion of what kind of sources are available for research and, second, acquire an idea of what it is to think and write about the history of the trans-Mississippi West. **This course fulfills the US, “1861-1914” OR “1914-present” requirement.**

HIST 618-001:

Age of Jackson: 1815-54 — [Jane Turner Censer](#)

07:20 PM to 10:00 PM T

Perhaps no period of U.S. history witnessed greater social and economic change than the early nineteenth century. This course surveys social, cultural, intellectual, economic, and political developments during an era characterized by rapid growth and expansion. Among the topics examined are the workings of the second party system, the growth of sectionalism and nationalism, the spread of the market economy, the beginnings of industrialization and the increased expansionism that led to the removal of Native American groups in the Southeast and war in the Southwest. Other important subjects include changes in women’s status and work, the rise of romantic reform and evangelical religion, and the growth of both abolitionism and proslavery movements. This course will also examine changing historiographical treatments of this period and its major topics.

Course requirements will include a comparative book review and two essay examinations. Among the assigned readings will be Daniel Walker Howe’s What Hath God Wrought. **This course fulfills the US, “Origins to 1861” requirement.**

HIST 631-001:

Era of the American Revolution — [Rosemarie Zagari](#)

07:20 PM to 10:00 PM W

This course will explore recent approaches to the study of the American Revolution, considered broadly as the period from the end of the French and Indian War through the ratification of the U.S. Constitution.

Important themes include the social causes of the American Revolution; the cultural basis of political identity; the role of women and African Americans in the War for Independence; the development of representative institutions at the state and federal level; and transatlantic connections between the American, French, and Haitian Revolutions. Students will be expected to write three short papers on the readings; participate in class discussions; and do a final take-home essay exam. **This course fulfills the US, "Origins to 1861" requirement.**

HIST 634-001:

Interwar America: 1918-1939 — [Jennifer Ritterhouse](#)

07:20 PM to 10:00 PM T

From the "war to end all wars" to the rise of the "greatest generation," the period between 1918 and 1939 was tumultuous and saw the start of many political, social, and cultural trends that have continued to influence life in the United States up to the present day. This reading seminar asks students to examine U.S. history between the world wars in-depth from a variety of perspectives. Assignments focus on developing fundamental skills of the historian, such as reviewing books, creating bibliographies, and evaluating the historical scholarship in an area of interest. **This course fulfills the US, "1914-present" requirement.**

HIST 635-001:

World War I in Europe — [Marion F. Deshmukh](#)

07:20 PM to 10:00 PM R

World War I dramatically changed the course of the 20th and 21st centuries, not only in Europe, but globally. The war's magnitude of material destruction, the staggering loss of lives, the coercive civilian enlistment efforts by governments, together with the combatant nations' uses of censorship, industrial mobilization and technology, rationing and propaganda were unprecedented. The contentious Peace of Paris ended the conflict, changing geographic borders and eliminating historic empires (Russian, German, Austro-Hungarian, Ottoman). These transformations together with the unsettled years following the Great War led to an even greater conflagration, World War II. Thus, despite the war's distance of 100 years, the 1914-1918 bloodbath and the revolutions it spawned continue to haunt today's world.

The seminar will consist of weekly readings, films, and class discussions. There will be a take-home final exam and a bibliographic essay based on student readings in addition to the required readings in class. The readings will possibly include: Christopher Clark, *The Sleepwalkers: How Europe went to War in 1914*; Margaret MacMillan, *Paris, 1919: Six Months that Changed the World*; Jay Winter, *Capital Cities at War*; Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*; George Mosse, *Fallen Soldiers*, Paul Fussell, *The Great War and Modern Memory*; novels, memoirs and poems by Siegfried Sassoon, Erich Remarque, Ernst Junger, Wilfred Owen, and others. **This course fulfills the Europe, "1914-present" requirement.**

HIST 635-002:

The Crusades — [Stamatina McGrath](#)

07:20 PM to 10:00 PM W

This class is designed as part lecture and part discussion with emphasis on the interaction between the Christian East represented by the Byzantine Empire, the Muslim World and the Christian West. We will examine primary sources (in translation) and secondary sources that render a wide spectrum of ideologies and scholarship on the crusading movement. Emphasis will be on themes of cultural transmission, warfare and colonization between competing societies from Western Europe, Eastern Mediterranean and the Middle East. **This course fulfills the Europe, "Europe-1789" requirement.**

HIST 635-003:

Gender, Sex, & the Modern City – [Sun-Young Park](#)

07:20 PM to 10:00 PM M

This course will examine the ways in which issues of gender and sexuality have historically intersected with the rise of the modern city, focusing on key European and American cities of the 19th and 20th centuries, including Paris, London, New York, and Boston. How were conceptions of sexuality performed, embodied, and contested through urban life and culture? How did the modern city both shape, and get shaped by, these exchanges? What methods and approaches have scholars employed to create gendered analyses of urban spaces? Weekly topics will include: the public/masculine, private/feminine divide; prostitution; urban gay subcultures; working women in the city. Through readings in urban, cultural, and social history, as well as feminist and queer theory, this course will encourage students to reflect on and analyze the politics of gender that are revealed not only through social interactions, but also through material environments. **This course fulfills the Europe, “1789-1914” OR “1914-present” requirement.**

HIST 677-001:

The Vietnam War — [Meredith Lair](#)

07:20 PM to 10:00 PM M

This course will provide an introduction to the history and historiography of the Vietnam War, including the strategy and tactics of the United States and the Viet Cong; U.S. nation building in South Vietnam; individuals' experiences serving in the war on both sides; the antiwar movement; war crimes; and the war in novel and film. We will also examine a variety of methodological approaches to the study of the war and its interpretations, paying special attention to American social history. We will examine several different types of sources (a “classic” text of the Vietnam era, argument-driven monographs written by professional scholars, a strategic analysis, a personal narrative, and a journalistic exposé), considering the merits and weaknesses of each approach to the study of the past. Skills developed in the course include formal and informal writing, textual analysis, public speaking, framing questions, and critical thinking. Assessment will be based on crafting discussion questions, leading discussion, book reviews, an historiographic essay, and constructive participation in in-class discussion. **This course fulfills the US, “1914-present” requirement.**

HIST 690-001:

Administration of Archives and Manuscripts

07:20 PM to 10:00 PM R

Administration of Archives & Manuscripts introduces principles and practices of managing records and administering archival collections. The course will focus on archival theory as a framework for archives management, build knowledge of representational and descriptive practices in archives, and develop “archival intelligence” that can usefully inform research. Students should leave the course with an expert understanding of archives that is applicable to a range of archival settings. Designed for graduate students with special interest in archival sources, those specializing in applied history, and other humanities fields. **This course fulfills requirements in the Applied History track.**

HIST 696-001:

Clio Wired: Hist/New Med — [Stephen Robertson](#)

07:20 PM to 10:00 PM M

New technologies are transforming how historians research and interpret the past and communicate our ideas. This course provides an introduction to the field of digital history and to digital tools for text analysis – textmining, topic modeling – mapping and visualization, and online presentation. We will also explore new forms of historical writing, such as blogs and wikis, and the questions digital history raises about the nature of historical arguments and the means by which history is distributed, evaluated, taught, and made accessible – or not. **This course fulfills requirements in the Applied History track.**

Please e-mail Graduate Coordinator, Nicole Roth (nroth@gmu.edu) after the first day to register.

HIST 696-002:

Clio Wired: Hist/New Med — Sean Takats

07:20 PM to 10:00 PM T

This course introduces graduate students to the theory and practice of digital history. Through a close examination of readings, digital media, and software, we will trace the rapid rise of digital history as an important means of teaching, presenting, and researching the past. Students will gain fluency not only in the theoretical debates surrounding digital history but also in the usage of current tools designed to transform historical scholarship. Coursework will include regular blog posts, student-led discussion, and hands-on digital making. As the first installment of the Clio digital history sequence, this course does not demand a high level of technical proficiency at the outset; by the end of the semester, however, students will have become comfortable with a range of technologies and developed a good understanding of digital history's potential and limits for addressing a variety of historical questions. **This course fulfills requirements in the Applied History track.**

Please e-mail Graduate Coordinator, Nicole Roth (nroth@gmu.edu) after the first day to register.

HIST 698-001:

Programming in Hist/New Media – Lincoln Mullen

07:20 PM to 10:00 PM W

This course will teach you how to use computer programming for research in history. The focus is on gaining familiarity with several languages in order to understand their underlying principles, and on connecting programming methods to specific problems that historians want to solve. Our first major section will be on data analysis, in which you will use the R language to analyze historical data both quantitatively and geographically. You will also learn how researchers structure, manipulate, and clean their data. Our next major section will be on scripting for research, using Ruby to access APIs and scrape web documents. Then we will use Ruby to create our own simple web applications and to interact with relational databases. Finally we will move on from Ruby to PHP, a commonly used language for web applications like Omeka and WordPress. No previous experience with programming is required, but students are strongly encouraged to have already taken Clio 1 and Clio 2. **This course fulfills requirements in the Applied History track.**

HIST 711-001:

1945-Present — Zachary Schrag

07:20 PM to 10:00 PM M

This research seminar is designed to take advantage of the plenitude of primary sources and unexplored topics in the history of the relatively recent past. While we will discuss some of the main trends in postwar U.S. history, students have a great deal of leeway to choose topics about which they care.

Students are encouraged to contact the professor over the summer to discuss possible topics. Students interested in non-United States topics of the period are welcome, provided they can locate appropriate primary sources. **This course counts as the Research Seminar in the US concentration.**

HIST 711-002:

Trials in History — B. Robert Kreiser

07:20 PM to 10:00 PM W

Over the course of history individuals or groups of individuals have been charged with and brought to trial for a wide variety of criminal (or civil) offenses: heresy, witchcraft, demonic possession, lycanthropy, assault and battery, murder, manslaughter, rape, sodomy, treason, assassination, infanticide, defamation, bigamy, seditious libel, bribery, sabotage, rebellion/insurrection, conspiracy, robbery, smuggling, forgery, genocide, corruption, arson, kidnapping, espionage, subversion, immorality, obscenity—the list is virtually inexhaustible. These alleged offenses have been adjudicated under different legal traditions, notions of

justice, and systems of jurisprudence, with varying standards and burdens of proof, and before one type of tribunal or another. The drama in the courtroom frequently crystallizes certain social, cultural, and/or political issues of the period. The study of trials, including the legal reasoning and storytelling they often entail and the way in which they were constructed and debated in public discussion at the time, can offer a window into the community in which they took place and shed light on all sorts of otherwise hidden facets of a society's fundamental beliefs, customs, and cultural values as well as prevailing social relations and economic conditions. Students in this seminar will be expected to select one criminal trial, or a group of related criminal trials, from any period of European or American history prior to 1960, to examine in some depth and write a 25-30 page research paper, with footnotes, on the main political, social, and/or cultural themes—and key legal issues—raised by the trial(s) chosen for investigation. The papers should be based largely on primary sources and involve a close analysis and interpretation of the available documentary evidence, but they should also show a familiarity with, and make a contribution to, current scholarship found in the pertinent secondary literature. The first few weeks of the seminar will be devoted to group discussion of common readings on the study of trials and to the selection of research topics. Most of the rest of the course will be spent on research and writing, including (toward the end of the semester) classroom presentations and peer critiques of penultimate drafts. **This course counts as the Research Seminar in the US concentration.**

HIST 731-001:

Trials in History — [B. Robert Kreiser](#)

07:20 PM to 10:00 PM W

Over the course of history individuals or groups of individuals have been charged with and brought to trial for a wide variety of criminal (or civil) offenses: heresy, witchcraft, demonic possession, lycanthropy, assault and battery, murder, manslaughter, rape, sodomy, treason, assassination, infanticide, defamation, bigamy, seditious libel, bribery, sabotage, rebellion/insurrection, conspiracy, robbery, smuggling, forgery, genocide, corruption, arson, kidnapping, espionage, subversion, immorality, obscenity—the list is virtually inexhaustible. These alleged offenses have been adjudicated under different legal traditions, notions of justice, and systems of jurisprudence, with varying standards and burdens of proof, and before one type of tribunal or another. The drama in the courtroom frequently crystallizes certain social, cultural, and/or political issues of the period. The study of trials, including the legal reasoning and storytelling they often entail and the way in which they were constructed and debated in public discussion at the time, can offer a window into the community in which they took place and shed light on all sorts of otherwise hidden facets of a society's fundamental beliefs, customs, and cultural values as well as prevailing social relations and economic conditions. Students in this seminar will be expected to select one criminal trial, or a group of related criminal trials, from any period of European or American history prior to 1960, to examine in some depth and write a 25-30 page research paper, with footnotes, on the main political, social, and/or cultural themes—and key legal issues—raised by the trial(s) chosen for investigation. The papers should be based largely on primary sources and involve a close analysis and interpretation of the available documentary evidence, but they should also show a familiarity with, and make a contribution to, current scholarship found in the pertinent secondary literature. The first few weeks of the seminar will be devoted to group discussion of common readings on the study of trials and to the selection of research topics. Most of the rest of the course will be spent on research and writing, including (toward the end of the semester) classroom presentations and peer critiques of penultimate drafts. **This course counts as the Research Seminar in the European concentration.**

HIST 794-001:

Internship Applied History — [Suzanne E. Smith](#)

All internship placements must be approved by the department to ensure suitability to student's program. Introduces applied history through work and study at historical museum, site, library archive, editing project, or other approved agency. Contact the Internship Director, Dr. Suzanne Smith (smisuze@gmu.edu) with questions.

HIST 810-001:**History Doctoral Colloquium — [Cynthia A. Kierner](#)**

05:00 PM to 07:00 PM M

Scholars from George Mason University and elsewhere will present their original research and other papers of interest to the History Department. Class will meet six to nine times during the semester on Monday afternoon. All Ph.D. students are required to enroll until they reach 6 credits. Most sessions will be open to other students and faculty. Students should enroll in PatriotWeb first. A detailed schedule of events and dates will be provided at the first session.

HIST 998-0:**Doctoral Dissertation Proposal**

Work on research proposal that forms basis for doctoral dissertation. Students should contact the Graduate Coordinator, Nicole Roth (nroth@gmu.edu) for the appropriate CRN to register.

HIST 999-0:**Doctoral Dissertation Research**

Doctoral dissertation research and writing under direction of student's dissertation committee. Students interested in registering for 999 should carefully review the university and college policies concerning 999 registration. Students needing to register for 799 or 998 should contact their Graduate Program Director for the registration code. Only students who have had their dissertation proposal approved by their committee are eligible to register for 999. A copy of the signed proposal sheet should be sent by the department/program to the CHSS Office of Graduate Academic Affairs for inclusion in the student's file. The 999 code will not be release to a student until this document has been received with all necessary approvals of faculty. Students who are eligible to receive the 999 code should send an e-mail to chssdiss@gmu.edu. No codes will be given out over the phone. This e-mail MUST contain the following information:

1. Student's full name
2. Student's G number
3. Student's program (e.g., History, Psychology, Cultural Studies)
4. The name of the student's dissertation advisor
5. The number of 999 credits the student intends to register for*

*Students should be familiar with the dissertation policies listed in the university catalog.

Students should submit the request using their official George Mason e-mail address. Registration codes cannot be sent to a non-George Mason e-mail address without written permission from the student. Students who wish to have their code sent to a non-George Mason e-mail address must fax a signed request to 703.993.8714. All requests should include the student's G number, program, advisor, and number of credits they intend to enroll for. Requests for 999 codes should be made at least one week prior to the first day of classes each semester. Students registering for 999 on or after the first day of classes may be subject to a non-refundable late registration fee of up to \$250. Students are also responsible for making timely payment of tuition and fees. If you have any questions about 999 registration or dissertation policies, please contact the CHSS Office of Graduate Academic Affairs at chssgradstudent@gmu.edu or 703.993.8864.