

## **History Graduate Course Descriptions 2013-14**

All graduate courses in the Department of History are small seminar or studio classes of about 4-15 students.

Students will be asked to complete online registration for Fall Term courses in early August. Online registration for Winter Term courses will open in November. Registration for both terms closes at the end of the first week of classes, and changes will not be permitted after that point.

Graduate students are also encouraged to attend the Department Seminar Series (Thu 11:30-1:30, Lawson 1227), the McCaffrey Graduate Seminar Series (TBA), and the Professional Development Seminar (TBA).

Course offerings and timetable are subject to change.

### **Fall Term Courses (September – December 2013)**

#### **9202a : Canada and the First World War (J. Vance)**

This course considers the Canadian experience during and after the First World War using a variety of perspectives from social, cultural, political, intellectual, and military history. This is a research seminar in which emphasis is placed upon the ability to write clearly and effectively, and upon a willingness to think broadly about the impact of the First World War on Canadian society.

#### **9274a : Oh Gendered Canada: Gender in Canadian History (M. Halpern)**

This course will explore the ways in which gender—largely, the social construction of masculinity and femininity—has played a role in Canadian history, and will examine some of the major historiographical debates that have surrounded this complex topic. These debates often also address the related issues of race, class, and sexuality. This course will challenge students to employ gender as an integral tool of historical analysis, and to reconsider conventional narratives in Canadian history.

#### **9276a : Ideas of Politics and Society in Canada, 1867-1970 (N. Christie)**

This course is designed to introduce students to the theory and practice of intellectual history in Canada, through a critical examination of the major historical questions and historiographic literature surrounding the visions Canadians held of politics and society from the time of Confederation through the 1960s. Themes to be explored include: the changing nature of liberal and conservative ideologies, and their radical challengers; religion and the shaping of social movements; the expansion of the social science disciplines; the nature of the welfare state; and notions of mass culture and their impact on changing ideas about the individual, family, and society.

#### **9371a : Women and American Antislavery (M. Kellow)**

This course explores the experience of women in the American antislavery movement through classic works which identified the pivotal role played by women, but also recent works which examine the

antislavery experience of African American women; religion's impact on women's antislavery activism; women's work as political actors; and new explorations of transnational networks created by British and American women. Through engaged discussions, critical readings, and a research paper, students will be enabled to interrogate traditional narratives of women's and antislavery history.

### **9403a : Eighteenth-Century English Society (A. May)**

This course explores English society in the eighteenth century, looking first at the social hierarchy and then turning to gender roles and relations, religion, the eighteenth-century landscape, the birth of a consumer society and the new industrialism which fed it, eighteenth-century constructions of "home," leisure activities, the rise of sentiment, and the way in which social relations played out in the criminal justice system. We will conclude by focusing on Georgian London. The class will also participate in a shared reading experience over the course of the term, each student reporting on a volume of Samuel Richardson's novel *Clarissa*.

### **9703a : The British Empire (B. Millman)**

This course considers the development of the British Empire from the time that "imperialism" emerged as an idea until British imperium disappeared, suddenly and unexpectedly, in the fifteen years after World War II. While the legacies of earlier empires are considered, the focus of this course remains on what have been called the "third" and "fourth" British Empires (Africa and the Middle East respectively) assembled, organized, and dissolved in this period.

### **9712a : A Peaceful History of Europe, 1815-1991 (F. McKenzie)**

The history of international relations usually focuses on conflict and the pursuit of power. This course adopts an alternative approach: we will examine the pursuit of peace and international and transnational cooperation. We will study attempts to construct peace settlements after wars, the ideas of peace activists and pacifists, and the conditions conducive to cooperative relations amongst states and the emergence of internationalist ideals. Our overarching goals are to define peace as an historical experience, understand the causes of peace, and devise an alternative periodization and conception of the history of European international relations in the nineteenth and twentieth centuries.

### **9800a : Introduction to Public History (M. Dove)**

This course introduces the field of public history: history as it is interpreted for and understood by the public. Topics include: authenticity, commemoration, "imagined communities," the invention of tradition, "usable pasts," contested places, colonialism and culture, historical designation and preservation, heritage tourism, public policy, cultural (mis)representation, oral history, ethics, gender and class, the natural and built environment, education vs. entertainment, and social memory. Through readings, guest speakers, site visits, workshops, and projects, students explore the theoretical concerns underlying the field and learn the methods and skills practiced by public historians today. **Required for Public History students; not open to other graduate students.**

### **9806a : Understanding Archives: The Management of Primary Sources in the Digital Age (D. Spanner)**

This course is designed to introduce students to the fundamentals of professional archival work. Class sessions will primarily be lecture driven, but combine discussion, practical exercises, and demonstrations. Students will gain a solid grounding in the history of the profession, an understanding of basic archival terminology, principles, theory, as well as an appreciation of current practices and how digital technologies have impacted both archival management and public programming. **Optional for Public History students; open to other graduate students with the instructor's permission.**

### **9808a : Digital History (J. MacFadyen)**

Digital history is the use of computers, digital media, and other tools for historical practice, presentation, analysis, and research. This course emphasizes both the presentation of history on the web, and the use of computational techniques to work with digital resources. **Required for Public History students; open to other graduate students with the instructor's permission.** Digital history students may also be interested in the companion studio course, History 9832b: Interactive Exhibit Design, offered in the Winter Term.

### **9831a : Killing Fields: A Global History of Mass Violence (F. Schumacher)**

This seminar explores the causes, cases, contours, and consequences of mass violence in modern history. The course draws on theoretical perspectives from anthropology, history, sociology, law, political science, social psychology, and philosophy to develop a coherent analytical matrix for understanding mass violence. We will discuss conceptual frameworks and apply to them a number of case studies including the Armenian genocide, the Holocaust, and genocides in Cambodia and Rwanda. We will study victims and perpetrators, analyze the role of gender, examine, rescue, resistance, intervention and prevention, and discuss the multiple functions of social memory to post-conflict justice.

### **9833a : Environmental History (A. MacEachern)**

Environmental history explores the history of human beings and the natural environment: how people have thought about, and interacted with, nature. While introducing the main concepts and debates of the international field, this seminar course will trace an environmental history of Canada, particularly through the past two centuries.

### **9877a : Digital Research Methods (W. Turkel)**

Historical research now crucially involves the acquisition and use of digital sources. In this class, students will learn to find, harvest, manage, excerpt, cluster, and analyze digital materials throughout the research process, from initial exploratory forays through the production of an electronic article or monograph which is ready to submit for publication.

## **Winter Term Courses (January – April 2014)**

### **9207b : Modern Quebec (J. Vacante)**

This seminar explores the development of modern Quebec. The emphasis this term will be on the social, cultural, and political evolution of the province since the late nineteenth century. Our discussions will focus on such key themes as: the rise of Quebec nationalism in the early twentieth century, the province's reaction to modernity, the changing role of religion and the Church, gender, the development of the modern bureaucratic state, and the Quiet Revolution and its aftermath. We will also explore historiographical debates that have shaped the writing of Quebec's history and the modern Quebec mind.

### **9305b : Abraham Lincoln, the Crisis of the Union, and the Coming of the Civil War (C. Simpson)**

The autumn of 2010 marked the sesquicentennial of Lincoln's election to the Presidency. Now, the Civil War sesquicentennial has engulfed the Americans and those whose business it is to study them. It may thus be propitious for a specialist in nineteenth-century American politics and society to offer a graduate course designed, in part, to address these grand events. Emphasis will be placed on the completion of a polished and finely crafted essay which, with appropriate revision, might qualify for publication. We will also explore the rich, modern literature which informs our subjects, a literature it would be irresponsible to ignore.

### **9378b : The United States and the Projection of Power in the Twentieth Century (G. Stewart)**

This course considers the United States and the projection of its power in the twentieth century. We will examine the main axes of debate over American foreign relations between realists, New Left revisionists, so-called "post-revisionists," and others. We will then explore key episodes in the projection of American power: from the Spanish-American War through World War I; from the end of World War II and the origins of the Cold War to Vietnam; and the challenges posed to American power by decolonization in Southeast Asia and Africa, liberation movements in Latin America, and radical Islamic fundamentalism.

### **9409b : Europe and the Politics of History (M. Dyczok)**

The lifting of the Iron Curtain in 1989-91 began a new era in the study of European and Russian history. New interpretations and approaches appeared to old questions such as: What is Europe? Where are its boundaries? What is the historical relationship between its Western, Central and Eastern areas? How do we study Russian and Soviet history? This course looks at both the traditional and recent historiography on imperialism, nationalism, socialism, and globalization, and explores how they shaped the history of the European continent. Particular attention will be focused on the Eastern regions.

### **9670b : Modern Middle East, 1798 to Present (M. Shatzmiller)**

Recent events in the Middle East, in particular the change in political regimes labeled the "Arab Spring," placed the region in the center of international attention. This course seeks to explain the roots of these

transformations, and their limited success, in the conditions of the past. We will look at the economic and social performance of the Middle East today including industrialization, education, health care, and the status of women. And we shall analyze long-term factors affecting the development of the region: political factors, such as the effect of Ottoman rule and the European colonialism which followed; social factors, such as the role of notables and religious leaders; and economic factors, such as distance from global markets and a lack of natural resources.

### **9671b : Rising Sun: Japan and the Great Powers, 1854-1945 (C. Young)**

This course explores Japan's relations with the Great Powers in the nineteenth and early twentieth centuries. Why and how did Japan become the only major non-Western imperial power in this period? Some issues we will discuss include: how Japan adjusted to the new order of international relations imposed by the Western powers after 1854; the pursuit of overseas empire; the interaction between domestic and international factors in Japanese foreign policy; Japan's role in World War I and World War II; and Japanese participation in international institutions and the international order.

### **9809b : Social Memory (J. Vance)**

This course is an introduction to the phenomenon of social memory in various modern societies. It will address such matters as the commemoration of historical events and the meanings conferred on them, conflicts over different versions of history, the construction of collective identities around historical events, and the influence of historical events on modern nationalisms. In each case, there will be an attempt to understand the continuing impact of the past on the present. The seminar readings will be divided into themes, with each week's readings examining a different case study of the theme.

### **9801b : Public History Group Project (M. Hamilton)**

This course continues the process of teaching Public History students the actual methods and skills of public history today. The course culminates in a multi-stage public history group project in collaboration with a community institution. **Required for Public History students; not open to other graduate students.**

### **9804b : Canada and its Historians (R. Wardhaugh)**

This course offers an in-depth study of Canadian history and historiography. A unique aspect of this class is the "guest" component. Historians from across Canada are brought into class as guest seminar leaders. Over the past few years, some of Canada's most prominent historians have participated. The result is that expectations are raised, the intensity of the discussion is increased, and students are given the opportunity to engage with new perspectives and approaches while rubbing elbows with some of the most important historians in the country.

### **9807b : Introduction to Museology (S. Dunlop)**

This course is intended for students who may be considering a career in the museum field and are interested in exploring some of the theoretical and practical aspects involved in operating a museum, or for students who would simply like to become better acquainted with the history of museums and the role of the museum as collector, guardian, and interpreter of public history. The course provides a general introduction to the history and development of various types of museums; to the cultural, legal,

ethical and other issues facing museums today; and to some of the practical aspects relating to the basic museum functions of acquisition, preservation, exhibition, and education.

### **9832b : Interactive Exhibit Design (W. Turkel)**

This is a studio course on interactive exhibit design, intended primarily for public historians and digital humanists. Students will learn how to create interactive exhibits through a series of hands-on projects that teach the basics of interaction design, physical computing, and desktop fabrication. **Optional for Public History students; open to other graduate students with instructor's permission.** No prior experience is necessary, but History 9808a: Digital History might be useful for students who do not have much experience with computers.

### **9850b : Methods and Practice in History (M. Kellow)**

This is a course about how historians do history. Through critical readings, engaged discussions, and informed analysis of historical methods and tools, students will equip themselves with the skills necessary to study and write history in graduate school and after. Working from a primary source and relevant secondary literature, each student will explore an appropriate theoretical and analytical framework to prepare a conference-length paper for presentation at the end of the semester.

### **9871b : Teaching and Learning History (L. Faden)**

Because historians are both teachers and public intellectuals, there is a strong pedagogical component to their work. Yet academic history offers little commentary on the nature of teaching history or even arguments for how we select what histories should be taught, when, and to whom. This course aims to address these issues through both practical instruction on how to teach history and critical exploration of the history education literature. Key topics include: the cognitive dimensions of learning history; curriculum theory; ethnic and community identities; history as citizenship education and nation-building.