

2012-2013 LONG SIGNATURE SHEET

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(Revised)

Proposal Number: HIST 11-08-12

UNC CHARLOTTE

Proposal Title: Revisions to Catalog in line with MA Curriculum approved 12/09

Originating Department: History

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> <i>Dan Dupre</i> [print name here: Dan Dupre]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Ken L. Brinard</i> [print name here:] Ken L. Brinard
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>Cliff Scott</i> [print name here:] CLIFF SCOTT
	11/29/12	11/29/12	Approved	<u>COLLEGE DEAN</u> <i>Cliff Brody</i> [print name here:] CLIFF BRODY
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)</u>
1-8-13	1-15-13	5-9-13	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) <i>Rob Roy McInnes</i>
5/13/13				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar) <i>Matthew D. ...</i>
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: College of Liberal Arts and Sciences Curriculum Committee

From: Christine Haynes, Director of Graduate Studies, Department of History

Date: 8 November 2012

Re: Revisions to Catalog Copy in line with MA Curriculum approved 12/09

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

(Specify: New or Revised; Undergraduate or Graduate; or Undergraduate and Graduate)

Course and Curriculum Proposal from: (Name of Originating Unit)

- B. **PROPOSAL NUMBER.** Place the proposal number in the upper right corner of page one of the proposal. The proposal number will consist of the abbreviation of the originating unit and the date the proposal was approved by the unit, e.g., BIO 7-24-02. If more than one proposal is passed on a specific date, assign alpha suffixes to distinguish them (e.g., BIO 7-24-02a and BIO 7-24-02b). Submit multiple courses as a single proposal when possible.
- C. **TITLE.** Indicate a brief descriptive title for the proposal, e.g., “*Establishment of a Minor in Communication Studies.*”

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed (e.g., “the Biology Department proposes to add four new elective courses to the undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO 3210).

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.
2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student’s ability to register.
3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?
 5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.
- C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:
1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.
 2. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?
 - b. How will the content and/or frequency of offering of other courses be affected?
 - c. What is the anticipated enrollment in course(s) added (for credit and auditors)?
 - d. How will enrollment in other courses be affected? How did you determine this?
 - e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).
- B. PHYSICAL FACILITY.** Is adequate space available for this course?
- C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?
- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

- E. **AUDIO-VISUAL**. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.
- F. **OTHER RESOURCES**. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.
- G. **SOURCE OF FUNDING**. Indicate source(s) of funding for new/additional resources required to support this proposal.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION**. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT**. Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.
- B. **CREDIT HOUR**. Review statement and check if applicable
 - The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).
- C. **ATTACHMENTS**
 1. **CONSULTATION**: Attach relevant documentation of consultations with other units.
 2. **COURSE OUTLINE/SYLLABUS**: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).
 3. **PROPOSED CATALOG COPY**: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend.

Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use “~~strikethrough~~” formatting in red text for text to be deleted, and adding and highlighting any **new text in blue font**).

- a. For a new course or revisions to an existing course, check all the statements that apply:
- This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).
5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

I. HEADING

HIST 11-08-12-a

**University of North Carolina at Charlotte
New Graduate Course and Curriculum Proposal from: History
Revision to Catalog Copy following Minor Reform of MA Curriculum (approved 12/09)**

II. CONTENT

A. SUMMARY:

The History Department proposes to delete thirteen courses from the Graduate Catalog, which are no longer taught:

HIST 5300: Introduction to Public History;
HIST 6196: Urban Systems for School Administrators;
HIST 6200: History Teaching Alliance Institute;
HIST 6210: Early America, 1607-1820;
HIST 6215: Jacksonian America, 1820-1848;
HIST 6220: The Old South;
HIST 6225: The New South;
HIST 6230: European Social History;
HIST 6240: U.S. Political and Economic History, 1865-1939;
HIST 6250: Comparative Slavery and Race Relations;
HIST 6265: Cold War America;
HIST 6601: Graduate Colloquium;
HIST 6698: Introduction to Historical Writing.

In addition, we propose to add seven course designations for core requirements, which are now taught in a regular rotation but have not yet been given their own numbers:

HIST 6001: Colloquium in United States History before 1865.
HIST 6002: Colloquium in United States History since 1865.
HIST 6101: Colloquium in 19th-Century European History.
HIST 6102: Colloquium in 20th-Century European History.
HIST 6400: Internship.
HIST 6694: Seminar in Historical Writing.
HIST 6998: Exam Preparation.

Finally, we are submitting a short-form request for a minor revision to the catalog, changing HIST 6151 to 6201 and HIST 6152 to 6202, in line with the University guidelines for course

Revised 08/10/12
OAA/lz

numbering [SEE SHORT-FORM COURSE AND CURRICULUM PROPOSAL HIST 11-08-12b].

B. JUSTIFICATION:

This proposal arises from the fact that, due to minor changes in the graduate curriculum as well as faculty staffing, the courses listed in the catalog are out-of-date, creating much confusion on the part of prospective and current students. In lieu of the courses that we propose to delete, which have not been taught on any kind of regular basis in over ten years, the department has instituted a coherent series of required courses: six regularly offered readings colloquia (US I, US II, 19th-century Europe, 20th-century Europe, colonial Latin America, and modern Latin America), of which two or three are required of each student, depending on his/her concentration; a historiography & methodology seminar, offered in the spring, for students who have completed six or more credits, in which they develop a proposal for a MA thesis or research paper; a writing seminar, offered in the fall, for students who have completed the historiography & methodology seminar, in which they draft a thesis chapter or research paper; exam preparation, a three-credit course for those students opting to take comprehensive exams on readings in three fields; and thesis preparation, for either three or six credits, for those students undertaking an original historical research project. In addition to these required courses, a number of elective topic courses (numbered either 5000/5001/5002, for historiographical “problems” courses cross-listed at the 4000-level for undergraduates, or 6000/6001/6002 “topics” courses, in readings and/or research, for graduate students only) are offered, the subjects of which vary by semester, depending on faculty expertise and student interest. These electives include an Internship (HIST 6400), with an institution of public history, which is not currently listed in the catalog.

This curriculum was first introduced in 2007 and tweaked in December of 2009. Since then, the core colloquia, historiography seminar, and writing seminar have all been taught on an annual basis, to between eight and twenty-one students per class. The department’s graduate assessment plan, which involves evaluating the final papers produced in the writing seminar on a semi-annual basis, has been based on this curriculum. This assessment has shown that the curriculum is effective in moving students toward successful completion of the MA thesis or exam, the capstone of their program. Now this curriculum just needs to be reflected in the catalog copy, which in its current form is overly complex and dated.

Both the required and elective courses are limited to MA students who have been admitted in history or another graduate program, for which they count as electives (e.g., for a Master’s in Education), and to post-baccalaureate students, for whom up to two such courses can be counted toward the MA in history if they are ultimately accepted into the program. All of these courses require a permit from the Director of Graduate Studies in History. The new and re-numberings are all consistent with course levels in the department and across the University, as outlined in the guidelines on course numbering.

C. IMPACT

Since the curriculum which this proposal for the catalog is designed to reflect is already in use, it will have no real impact on the department, beyond simplifying course planning and selection for our students. This proposal will affect only graduate students in history, who will thereby have a much easier time understanding the courses that are likely to be offered on a regular basis. To the extent that graduate students in other departments sometimes take our courses, this revision of the catalog copy will also make their choices clearer—and alleviate unnecessary questions and requests about courses to the Director of Graduate Studies.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL

A. PERSONNEL: No new faculty resources will be required to implement this proposal. The proposed courses are already taught by graduate faculty in the department, on a regular rotation.

B. PHYSICAL FACILITY: Adequate space is already available for this curriculum.

C. EQUIPMENT AND SUPPLIES: No new equipment or supplies are needed to implement this proposal.

D. COMPUTER: No new computer equipment or usage will be needed for these courses.

E. AUDIO-VISUAL: No audio-visual facilities are required for these courses beyond the usual classroom podiums.

F. OTHER RESOURCES: No other new resources are needed.

G. SOURCE OF FUNDING: N/A.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS / UNITS

A. LIBRARY CONSULTATION: [The Library has evaluated the holdings as sufficient for this curriculum.](#) See attached Consultation on Library Holdings.

B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS: No other departments or units are affected by this proposal, since it does not alter what the department is already offering to the rest of the University.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT: This proposal has been approved by the graduate committee in History, on 6 November 2012. It has also been approved by the department chair, who has signed the attached form.

B. CREDIT HOUR: ~~Since no truly new courses are involved, no approval of credit hours is required.~~ The Department has determined that the assignments for all proposed courses are sufficient to meet University definitions of a credit hour.

C. ATTACHMENTS:

1. Consultations: N/A.
2. Syllabi: Please see attached sample syllabi from each of the readings colloquia (US I, US II, 19th-century Europe, 20th-century Europe, colonial Latin America, and modern Latin America), as well as the historiography & methodology and writing seminars.
3. Catalog Copy:

COURSES IN HISTORY (HIST)

HIST 5000. Problems in American History. (3) Prerequisite: HIST 2600 or permission of the department. A colloquium designed around a problem in American history, requiring reading, discussion, reports and a major paper. May be repeated for credit as topics vary. (*Fall, Spring*) (*Evenings*)

HIST 5001. Problems in European History. (3) Prerequisites: HIST 2600 or permission of the department. A colloquium designed around a problem in European history, requiring reading, discussion, reports and a major paper. May be repeated for credit as topics vary. (*Yearly, Summer*) (*Evenings*)

HIST 5002. Problems in Non-Western History. (3) Prerequisite: HIST 2600 or permission of the department. A colloquium designed around a problem in non-Western history, requiring reading, discussion, reports and a major paper. May be repeated for credit as topics vary. (*Yearly*)

~~**HIST 5300. Introduction to Public History. (3)** Prerequisite: Permission of the department. This course will provide an overview of the main subfields in the field of Public History. Students will learn the fundamentals of Museum Studies, Historic Preservation, and other fields at the discretion of the instructor. This course is the first in a sequence of required courses for graduate students doing the Public History concentration; it is also open to advanced undergraduates with the permission of the department. (*Yearly*)~~

HIST 6000. Topics in History. (3) Prerequisite: Permission of the department. Intensive treatment of a period or broader survey of a topic, depending on student needs and staff resources. May be repeated for credit as topics vary. (*Fall, Spring*) (*Evenings*)

HIST 6001. Colloquium in United States History before 1865. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in U.S. history to the Civil War. (*Annually*)

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~~**HIST 6002. Colloquium in United States History since 1865. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in U.S. history since the Civil War. (Annually)**~~

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~~**HIST 6101. Colloquium in 19th-Century European History. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in European history during the long 19th century (1789-1914).**~~

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~~**HIST 6102. Colloquium in 20th-Century European History. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in European history from World War I to the late 20th century.**~~

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~~**HIST 61516201. Colloquium in Colonial Latin American History. (3) Cross-listed as LTAM 6251. Prerequisite: Permission of the department. A topical colloquium devoted to selected themes in colonial Latin American history. Provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. May be repeated for credit. (Alternate years)**~~

~~**HIST 61526202. Colloquium in Modern Latin American History. (3) Cross-listed as LTAM 6252. Prerequisite: Permission of the department. A topical colloquium devoted to selected themes in modern Latin American history. Provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. May be repeated for credit. (Alternate years)**~~

~~**HIST 6196. Urban Systems for School Administrators. (3) Corequisite: POLS 6196. An interdepartmental, team-taught course which consists of a survey of the causes and consequences of urbanization in the United States with particular attention to the urban South. Urbanization is treated as a system linking historic, political, economic, and social factors, particularly since 1945. (Summer)**~~

~~**HIST 6200. History Teaching Alliance Institute. (3) Open under special arrangement. Pass/Unsatisfactory grading only. (On demand)**~~

~~**HIST 6210. Early America, 1607-1820. (3) Prerequisite: Permission of the department. Development of American institutions from the period of English settlement through the establishment of Republicanism under the Constitution. (Alternate years)**~~

~~**HIST 6215. Jacksonian America, 1820-1848. (3) Prerequisite: Permission of the department. Examination of important economic, social and political changes including industrialization, the rise of the Democratic Party and reform movements. (Alternate years)**~~

~~**HIST 6220. The Old South. (3) Prerequisite: Permission of the department. Evolution of the Old South from the 17th century to its collapse in the Civil War and Reconstruction, focusing on southern distinctiveness and the tension between democracy and slavery. (Alternate years)**~~

HIST 6225. The New South. (3) Prerequisite: Permission of the department. Continuity and change in the South from the late 19th century, including industrialization, politics, class and race relations, and religion. *(Alternate years)*

HIST 6230. European Social History. (3) Prerequisite: Permission of the department. Examination of the views of different writers on class formation, the rise of modern institutions, gender relations and social protest including why certain schools of thought such as modernization or Marxism become popular at particular historical moments. *(Alternate years)*

HIST 6240. U.S. Political and Economic History, 1865-1939. (3) Prerequisite: Permission of the department. Emergence of the modern industrial economy and the concomitant development of a large bureaucratic federal government including big business, technological innovation, the labor movement, progressive reform and regulatory policies. *(Alternate years)*

HIST 6250. Comparative Slavery and Race Relations. (3) Cross-listed as LTAM 6250. Prerequisite: Permission of the department. Slavery in the New World through its abolition including Indian and African slaves, the slave trade, the economics of slavery, and the impact of slavery on modern race relations in the Americas. *(Alternate years)*

HIST 6265. Cold War America. (3) Prerequisite: Permission of the department. Domestic and foreign policy problems accompanying the post-World War II struggle between East and West, Communism and capitalism including McCarthyism, modern technology, foreign aid, Korea, Vietnam, civil rights, gender roles and natural resources. *(Alternate years)*

HIST 6310. History Museums Museum Studies. (3) Prerequisite: Permission of the department. Introduces students to the management, curatorial, public relations, and fundraising aspects of historical museums and related historical sites. These skills are acquired through readings, term projects, and a “hands-on” experience at local museums and historical sites. *(Yearly/Alternate years)*

HIST 6320. Historic Preservation. (3) Prerequisite: Permission of the department. An introduction to the theory and practice of identifying, preserving and restoring buildings, sites, structures and objects in the historic built environment of the United States. *(Yearly/Alternate years)*

HIST 6330. History in the Digital Age. (3) Prerequisite: Permission of the department. Analyzes the impact of new media technology on the discipline of history as well as the ways in which new media enhances the discipline by making history accessible to a much broader audience. Involves a new media project that will require students to learn to work as a team, important to their preparation for careers in public history settings. Coursework includes common readings of texts and encounters with online studies, with emphasis on the media projects. *(Yearly/Alternate years)*

HIST 6400. Internship. (3) Prerequisite: Permission of the Director of Public History and faculty advisor. Completion of 145 hours of work as an intern, plus a journal and reflection paper. *(On demand)*

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~~**HIST 6601. Graduate Colloquium. (3)** Prerequisite: Permission of the department. A colloquium focused on a theme or period. Assigned readings, short papers and reports directed toward developing research and writing skills. May be repeated for credit. *(Fall, Spring)* *(Evenings)*~~

HIST 6693. Historiography and Methodology. (3) Prerequisite: Six hours of graduate study in History and permission of the department. A study of historians and their philosophical and methodological approaches. Required of all M.A. candidates. *(Spring)* *(Evenings)*

HIST 6694. Seminar in Historical Writing [replaces HIST 6698. Introduction to Historical Writing]. (3) Prerequisite: HIST 6693 and permission of the department. Seminar on the process of writing a history thesis, including evidence, argument, narrative, and organization. In this seminar, students will write a thesis chapter or research paper. Required of all M.A. candidates. *(Fall)*

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~~**HIST 6698. Introduction to Historical Writing. (3)** Prerequisite: Permission of the department. Seminar on the process of thesis writing including primary source materials, rules of evidence, structure of an argument, and organization of the thesis and its chapters. Students write a thesis chapter or research paper. May be repeated for credit. *(Fall)*~~

HIST 6894. Readings in History. (3) Prerequisite: prior written permission of instructor. Coverage of historical periods or topics through individually designed reading programs; scheduled conference with a staff member. May be repeated for credit. *(Fall, Spring)* *(Evenings)*

HIST 6901. Directed Readings/Research. (3) Prerequisite: prior written permission of instructor and graduate coordinator. Graduate students will meet individually or in small groups with the instructor and will be assigned readings and/or research on a theme that relates to the lectures of an undergraduate course. Attendance at the lectures is a course requirement. May be repeated for credit. *(Fall, Spring, Summer)*

HIST 6997. Directed Research. (3) Prerequisite: prior written permission of instructor. Investigation of a historical problem culminating in a research paper. May be repeated for credit. *(On demand)*

HIST 6998. Exam Preparation. (3) Prerequisite: permission of department. Preparation for comprehensive exams in three fields of historical study. *(On demand)*

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HIST 6999. Thesis. (3, 6) May be repeated by permission, if taken for three hours credit. Six hours of Thesis may be taken during a single semester. Appropriate research and written exposition of that research is required. *(On demand)*

4. Academic Plan of Study: N/A. The Academic Plan of Study for the MA program in History remains the same as currently explained in the Graduate Handbook and on the Graduate Studies in History website at <http://history.uncc.edu/Graduate-Program-Information/degree-requirements.html>.

5. Student Learning Outcomes: The assessment plan for the MA program in History remains the same.

6. Textbook Costs: History is a book-based discipline. The readings colloquia and historiography and writing seminars do require students to read a number of books. However, faculty routinely encourage students to purchase used or electronic copies whenever possible.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: College of Liberal Arts and Sciences Curriculum Committee
From: Amanda Binder, Library Liaison to the Department of History
Date: November 8, 2012
Subject: Revisions to Catalog Copy in line with MA Curriculum approved 12/09

Summary of Librarian’s Evaluation of Holdings:

Evaluator: _____ **Amanda Binder** _____ **Date:** _____ **11/8/2012** _____

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____ **X** _____
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

History Liaison Librarian Amanda Binder has completed a thorough evaluation of Atkins Library resources with regard to journals, databases and indexes, reference resources, and circulating books that are relevant to the History Department. Ms. Binder finds that the Library has sufficient resources to support these changes because they are not substantively modifying the current curriculum.

Evaluator’s Signature

Date

Graduate Colloquium: U.S. History since 1865
University of North Carolina at Charlotte, Fall 2012
Mondays, 6:30-9:15 PM, Garinger 239
Dr. Sonya Ramsey, Professor

Office: Garinger 126, Phone: 704-687-4637

Office Hours: Mondays, 2:00- 4:00 PM, and by appointment

COURSE DESCRIPTION:

This course is a graduate level readings course in United States History from Reconstruction to the present. It is a course for graduate students in History. This course will discuss and examine the experiences of people and events that have shaped the history of the United States. In this course, students will analyze and review foundational and groundbreaking secondary readings. This course also introduces major theoretical concepts used to discuss and analyze United States History.

REQUIRED READINGS: BOOKS

Gail Bedderman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Women in Culture and Society, (University Of Chicago Press 1996) ISBN-10: 0226041395/ ISBN-13: 978-0226041391

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, (Cambridge University Press; 2 edition 2008
ISBN-10: 0521715350 ISBN-13: 978-0521715355

John D'Emilio, Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America [Paperback]*
(University Of Chicago Press; 2nd edition 1998) ISBN-10: 0226142647/ ISBN-13: 978-0226142647

Dayo F. Gore, Jeanne Theoharis, Komozi Woodard Eds, *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* (NYU Press (December 1, 2009) ISBN-10: 0814783147 ISBN-13: 978-0814783146

Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Belknap Press of Harvard University Press ISBN-10: 067401765X ISBN-13: 9780674017658

Matthew D. Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton University Press, 2007) ISBN-10: 0691133891 ISBN-13: 978-0691133898

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, (New York: Basic Books, 2008) ISBN 9780465010202

Michael McGerr, *A Fierce Discontent : The Rise and Fall of the Progressive Movement in America, 1870-1920* (Oxford University Press, USA, 2005) ISBN-10: 0195183657 ISBN-13: 978-0195183658

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* Princeton University Press 2003) ISBN-10: 0691074712 ISBN-13: 9780691074719

Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle, With a New Preface* (University of California Press; 2 edition 2007) ISBN-10: 0520251768 ISBN-13: 978-0520251762

Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America*, (Penguin, Revised edition 2006)
ISBN-10: 0140097198 ISBN-13: 978-0140097191

REQUIRED READINGS: ARTICLES

Laurence Baron, "The Holocaust and American Public Memory, 1945-1960," *Holocaust and Genocide Studies*, Volume 17, Number 1, Spring 2003, pp. 62-88
http://muse.jhu.edu.librarylink.uncc.edu/journals/holocaust_and_genocide_studies/v017/17.1baron.html

Kathryn Cramer Brownell. "'It Is Entertainment, and It Will Sell Bonds!': 16mm Film and the World War II War Bond Campaign." *The Moving Image* 10, no. 2 (2010): 60-82.
http://muse.jhu.edu.librarylink.uncc.edu/journals/the_moving_image/v010/10.2.brownell.html

Michael L. Carlebach, "Documentary and Propaganda: The Photographs of the Farm Security Administration." *The Journal of Decorative and Propaganda Arts* Vol. 8, (Spring, 1988), pp. 6-25. Stable URL: <http://www.jstor.org/stable/1503967>

David Brion Davis, "World War II and Memory," *The Journal of American History*, Vol. 77, No. 2 (Sep., 1990), pp. 580-587. Stable URL: <http://www.jstor.org/stable/2079188>

Jennifer Frost. "Dissent and Consent in the "Good War: Hedda Hopper, Hollywood Gossip, and World War II Isolationism." *Film History: An International Journal* ,22.2 (2010): 170-181.
http://muse.jhu.edu.librarylink.uncc.edu/journals/film_history/v022/22.2.frost.html

Jacquelyn Dowd Hall, "Partial Truths," *Signs*, Vol. 14, No. 4, *Common Grounds and Crossroads: Race, Ethnicity, and Class in Women's Lives* (Summer, 1989), pp. 902-911
 Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/3174691>

Peter Novick, "The Death of the Ethics of Historical Practice (And Why I Am Not in Mourning)" *Annals of the American Academy of Political and Social Science*, Vol. 560, *The Future of Fact* (Nov., 1998), pp. 28-42
 Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/1048974>

Rodney Earl Walton. "Memories from the Edge of the Abyss: Evaluating the Oral Accounts of World War II Veterans." *Oral History Review* 37.1 (2010): 18-34.
http://muse.jhu.edu.librarylink.uncc.edu/journals/oral_history_review/v037/37.1.walton.html

COURSE POLICIES

- Class attendance is imperative to learning. An absence never excuses you from completing an assignment or reading. Your active participation is critical to class discussions. Your participation grade will be based on your presence and the quality of your contributions to discussions. Class attendance and participation comprises 5% of the total grade. More than one unexcused absence may result in a grade reduction. Excessive lateness (more than two times) may also result in a reduction in your class participation grade.
- Do not schedule appointments or meetings during class time.
- Texting, talking on the cell phone or using a computer for activities unrelated to this class during the class may result in a grade reduction
- Students are excused for religious holidays; however, please notify the teacher so that she may note your absence.
- Students should be aware of the University's deadlines for dropping courses.
- Late response papers will not be accepted. If other assignments are a day late it will be marked down 10 points (one letter grade) every day. I will not accept assignments three days after due date. If you are having problems with the paper or the deadline, you need to contact me at least a week before the paper is due.
- Email is the best way to contact me; however, please do not expect me to immediately respond to emails after business hours and on the weekends. However, if you don't get any response from me, don't assume that I received the email. I am also available to meet with students during my office hours and by appointment.
- Due to budget restrictions, I will be requiring that you turn in a hard copy of your work. Make sure that your email address is correct.
- As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility primarily rests with informing faculty of the need for accommodation and in

providing authorized documentation through designated administrative channels.

UNCC CHARLOTTE CODE OF ACADEMIC INTEGRITY & CODE OF STUDENT RESPONSIBILITY

Students have the responsibility to know and observe the regulations of the UNC Charlotte Code of Academic Integrity. See www.uncc.edu/dos/judicial for more information. The Code forbids cheating, fabrication, or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials and taking part in academic dishonesty. All instances of academic integrity violations will be investigated. Penalties for academic dishonesty may range from a grade of F in an assignment or course to expulsion from the University. Students are expected to report cases of academic dishonesty to the course instructors. If you ever have a question or are unsure about work in association with this policy, please do not hesitate to ask your instructors. STUDENTS WILL USE THE ANTI-PLAGIARISM PROGRAM TURNITIN.COM.

Sexual Harassment - All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. I cannot accept or grade your assignments if you do not turn in the form. All forms must be in by 8/27/2012

CLASSROOM PARTICIPATION

Attendance and energetic, informed participation in discussions:

READING RESPONSES For each week that there are assigned readings, you must upload to Moodle a 1-2 page (single-spaced) response by 10:00 am the morning of our class. Your reflections should both summarize the arguments and critically evaluate the evidence and reasoning of the authors. Be sure to explain what you do or don't find persuasive, and explain why.

CLASS FACILITATION (FACILITATIONS START AUG. 27)

Students may work in pairs to select a class reading and lead the class discussion by preparing questions for the class to answer. Facilitators are responsible for preparing enough questions or information for at least 30-40 minutes of discussion. Questions must be submitted to the Professor by email or Moodle by the Friday before class at 8 am.

REVIEW ESSAYS A AND B

REVIEW ESSAY A: DUE OCT 22

Write a three-to-five page review essay, which considers a historical monograph or series of articles (at least five) that examine a topic relating to United States History after 1865 not discussed in this course. For example, you may discuss a book on intellectual history or the history of Vietnam.

REVIEW ESSAY B: DUE DRAFT DUE NOV. 19, PAPER COMMENTS DUE DEC. 3, FINAL RESPONSE DUE DEC. 10

Write a five to seven page review essay, informed by your knowledge from this course, which considers at least one of the required books for this course and one related book, from outside the required readings. (For example, a review essay on the Cold War would discuss the Tyler May book and another recent important book on the subject.) You will be given comments and criticism on the drafts from a group of your peers, as well as the instructor on Dec. 3. The final version of your paper, which is due on 10 December, must respond to these suggestions for revision. More formal instructions for this project will be provided early in the semester.

For both essays, you must develop the subject of your paper in consultation with the instructor. The review essays will use the books or articles to discuss the current state of the field or subfield. You will turn in a hard copy to the professor and upload a copy to Moodle.

MY GUIDELINE FOR ASSIGNING LETTER GRADES

A-, A, A+ Outstanding work, complete mastery of the material presented, combined with some originality and willingness to think historically. For written assignments, this means I will be able to hear your authorial voice, not that of a book, or my own. The paper will also be largely free from errors in mechanics, usage, and sentence structure.

B-, B, B+ Solid command of the material with some gaps or mistakes in a basically sound essay or discussion. A "B" paper has perhaps less originality or historical analysis than an "A" paper, but will demonstrate clear understanding of the assignment and will contain evidence of your ability to understand and organize information in an

orderly fashion. It will state the major points, with some evidence of your ability to support key ideas. It will be largely free from serious errors and will be generally well and clearly written.

C-, C, C+ Either falls short in terms with the assignment (by failing to understand the assignment or the material in question; by merely stating ideas with no ability to support them) or will be illogical and disorderly or will be so flawed by mechanical errors that the paper is difficult to read.

D Is characterized by two or three of the flaws described in a C paper. The student, however, will have attempted to deal with the topic.

F Reserved for the papers and assignments that fail to address the topic adequately, or are unreadable due to mechanical errors or disorganization, or exhibit examples of plagiarism.

GRADE PERCENTAGES

CLASS FACILITATION	20%
READING RESPONSES	25%
REVIEW ESSAY A	20%
REVIEW ESSAY B	30%
CLASS PARTICIPATION	5%

AUGUST 20

INTRODUCTION TO COURSE POLICIES; SIGN UP FOR CLASS FACILITATIONS

Jacquelyn Dowd Hall, "Partial Truths," *Signs*, Vol. 14, No. 4, *Common Grounds and Crossroads: Race, Ethnicity, and Class in Women's Lives* (Summer, 1989), pp. 902-911
 Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/3174691>

Peter Novick, "The Death of the Ethics of Historical Practice (And Why I Am Not in Mourning)" *Annals of the American Academy of Political and Social Science*, Vol. 560, *The Future of Fact* (Nov., 1998), pp. 28-42

Article Stable URL: <http://www.jstor.org.librarylink.uncc.edu/stable/1048974>

AUGUST 27 POLITICAL HISTORY/RECONSTRUCTION (CLASS FACILITATIONS START)

Steven Hahn, *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (2005)

SEPTEMBER 3 NO CLASS

SEPTEMBER 10 CULTURAL HISTORY/MASCULINITY

Gail Bedderman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (1996)

SEPTEMBER 17 HISTORY OF THE PROGRESSIVE ERA/BUSINESS

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (2005)

SEPTEMBER 24 LABOR HISTORY/GREAT DEPRESSION

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (2008)

OCT. 1 WORLD WAR II/ASPECTS OF PUBLIC HISTORY

Laurence Baron, "The Holocaust and American Public Memory, 1945-1960," *Holocaust and Genocide Studies*, Volume 17, Number 1, Spring 2003, pp. 62-88

http://muse.jhu.edu.librarylink.uncc.edu/journals/holocaust_and_genocide_studies/v017/17.1baron.html

Kathryn Cramer Brownell. "'It Is Entertainment, and It Will Sell Bonds!': 16mm Film and the World War II War Bond Campaign." *The Moving Image* 10, no. 2 (2010): 60-82.

http://muse.jhu.edu.librarylink.uncc.edu/journals/the_moving_image/v010/10.2.brownell.html

Michael L. Carlebach, "Documentary and Propaganda: The Photographs of the Farm Security Administration." *The Journal of Decorative and Propaganda Arts* Vol. 8, (Spring, 1988), pp. 6-25. Stable URL: <http://www.jstor.org/stable/1503967>

David Brion Davis, "World War II and Memory," *The Journal of American History*, Vol. 77, No. 2 (Sep., 1990), pp. 580-587. Stable URL: <http://www.jstor.org/stable/2079188>

Jennifer Frost. "Dissent and Consent in the 'Good War: Hedda Hopper, Hollywood Gossip, and World War II Isolationism." *Film History: An International Journal* ,22.2 (2010): 170-181.

http://muse.jhu.edu.librarylink.uncc.edu/journals/film_history/v022/22.2.frost.html

Rodney Earl Walton. "Memories from the Edge of the Abyss: Evaluating the Oral Accounts of World War II Veterans." *Oral History Review* 37.1 (2010): 18-34.

http://muse.jhu.edu.librarylink.uncc.edu/journals/oral_history_review/v037/37.1.walton.html

OCT. 8 NO CLASS HELD FALL BREAK

OCT. 15 HISTORY OF THE COLD WAR

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (1998, 2008 REVISED)

OCT 22 HISTORY OF SEXUALITY (REVIEW ESSAY A DUE)

John D'Emilio, Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America* (1998)

OCT. 29 HISTORY OF THE MODERN CIVIL RIGHTS MOVEMENT

Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle, With a New Preface* (2007)

NOV. 5 HISTORY OF THE MODERN WOMEN'S MOVEMENT

Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America, Revised Edition* (2006)

NOV. 12 INTERSECTIONALITY: RADICAL ACTIVISM

Dayo F. Gore (Editor), Jeanne Theoharis (Editor), Komozi Woodard (Editor), *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*, (2009).

NOV. 19 HISTORY OF CONSERVATIVE MOVEMENT (REVIEW ESSAY DUE NOV. 19)

Matthew D. Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South* (2007)

NOV. 26 NO CLASS THANKSGIVING

DEC. 3 HISTORY OF IMMIGRATION (PAPER COMMENTS DUE DEC. 3)

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2003).

FINAL REVIEW ESSAY RESPONSE DUE DEC. 10 (8-10:30) PM

HISTORY 6000-A91
GRADUATE COLLOQUIUM: EUROPE IN THE AGE OF REVOLUTIONS (1789-1918)
UNC-Charlotte
Fall 2012
Wednesday, 6:30-9:15 p.m., Garinger 239

Professor: Dr. Christine Haynes
Office address: 203 Garinger
Office phone number: 704-687-2381
Email: chaynes@uncc.edu

Office hours: M, 12:30-2:30, & W, 5:30-6:15,
or by appointment

Course description: This course will provide graduate students with an introduction to current research on the history of Europe during the long nineteenth century (1789-1918). In this era, which is often called the “Age of Revolution,” European society was completely transformed by political and industrial revolutions—revolutions which would ultimately affect not just the European continent but the rest of the world. In this course, we will study a number of major themes in the history of this era, such as the spread of democratic revolution, the development of modern warfare, the rise of the bourgeoisie, the formation of a working “class,” the contradictions of liberalism, the growth of nationalism, and the effects of imperialism, including migration. At the same time, we will examine the variety of approaches that contemporary historians are taking to reconstruct this history.

Required Books:

- Michael P. Fitzsimmons, *The Night the Old Regime Ended: August 4, 1789, and the French Revolution* (Pennsylvania State University Press, 2003).
- David Bell, *The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It*, reprint ed. (Mariner Books, 2008).
- Linda Colley, *Britons: Forging the Nation, 1707-1837*, 2nd ed. (Yale University Press, 2005; first pub. 1992).
- Sarah Maza, *The Myth of the French Bourgeoisie: An Essay on the Social Imaginary* (Harvard University Press, 2003).
- Anna Clark, *The Struggle for the Breeches: Gender and the Making of the British Working Class* (University of California Press, 1995).
- Ian Collier, *Arab France: Islam and the Making of Modern Europe, 1798-1831* (University of California Press, 2011).
- David Blackbourn, *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany*, reprint ed. (W. W. Norton, 2006).
- Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Cornell University Press, 2005).
- Maureen Healy, *Vienna and the Fall of the Habsburg Empire: Total War and Everyday Life in World War I* (Cambridge University Press, 2004).

Elizabeth A. Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia* (University of Indiana Press, 2000).

Recommended: a used copy of Eric Hobsbawm, *The Age of Revolution, 1789-1848*, rev. ed. (Vintage 1996; first pub. 1962).

All of these books (except the Hobsbawm) are available for purchase at the University Bookstore. They will also be available on Reserve at Atkins Library. In addition, a number of articles and book chapters will be placed on Reserve and/or are available via JSTOR. **It is your responsibility to take notes on and/or obtain copies of these readings in advance of the class meetings in which they will be discussed.**

Course Requirements:

This is a discussion-based seminar. Attendance and participation are therefore mandatory and will count toward a significant portion of your final grade. You should arrive in class on time, with the reading for the day in hand, prepared to discuss it with your classmates. To ensure that you are prepared for discussion, you will be required to write a **one-page response to the reading for each week**. This response, which should include a one-paragraph summary of the argument of the reading(s) and a one-paragraph assessment of why it is persuasive or not, should be sent to me via email at chaynes@uncc.edu by 9:00 a.m. on the day of class.

In addition to participating in class discussion, you will be asked to complete **one short paper** (of approximately 5 pages) and **one take-home response to a mock M.A. exam question** (of 8-10 pages), both of which will be based on the course readings; **a brief (2-page) review of the argumentation of three articles** on Empire in Eastern Europe; **an oral instructional presentation**; and **a final annotated bibliography**, on a topic of your choice related to the history of Europe in the long nineteenth century.

In the **instructional presentation**, you will be asked to teach a topic in nineteenth-century European history, to provide the class with contextual background for a reading. In no more than 20-25 minutes, the presentation should inform the class of the main points and controversies about the topic—in as organized and engaging a fashion as possible. Be sure to begin with a provocative and coherent **introduction / blueprint** to the presentation and conclude with a clear **interpretation / summary** of the main message for the audience. Rather than recounting everything about the topic, select **key stories and examples** to illustrate an argument about the causes and/or effects of the event or trend. Visual aids—including outlines and important terms—are encouraged. **BUT DO NOT OVERLOAD POWERPOINT SLIDES WITH THE TEXT OF YOUR PRESENTATION.** Along with the presentation, you should provide the class with a bibliography of the 6-8 best scholarly books, articles, and websites on the topic. Please post this bibliography in Moodle before class on the date of your presentation.

In the **final annotated bibliography**, you will be asked to compile and annotate a bibliography of the approximately 10-15 most important academic books and articles on a topic in nineteenth-century European history—either one of the presentation topics or another event or trend related to the themes of the course. A sample annotated bibliography will be posted early in the semester for you to use as a model. Your topic should be approved by me in an individual meeting, sometime before the week of October 17. As you work on your final annotated bibliography, you will be asked to 1) complete a **preliminary, un-annotated bibliography** of the books and articles you plan to use, by November 7, and 2) present a **brief oral report** on the literature on your topic during the last class session on December 5.

NOTE: All written assignments will be graded for clarity of composition (including spelling and grammar) as well as content. All assignments must be typed, double-spaced (in 11- or 12-point Courier or Times font), with one-inch margins, and **stapled**. All sources should be cited appropriately, with either footnotes or endnotes. Please give all written assignments, including email responses, an original title. Plagiarism is the most serious of academic offenses and will absolutely not be tolerated. It constitutes grounds for failing, as well as for disciplinary action by the University.

In order to ensure preparation for class discussion and fairness to all students, all late assignments will be penalized a full letter grade (e.g., from an A- to a B-), beginning immediately after class on the day they are due. Late annotated bibliographies will not be accepted, except in cases of documented emergencies.

Final grades will be calculated as follows:

Weekly response papers (10 total): 10%

Oral participation: 10%

Short paper (5 pages): 15%

M.A. “exam” (8-10 pages): 25%

Review of argumentation of articles on empire (2 pages): 5%

Instructional presentation: 10%

Annotated bibliography (including preliminary assignment and in-class report): 25%

Schedule of Topics and Assignments:

Aug. 22 Introduction: What is “revolution”?

Before class, peruse Eric Hobsbawm, *The Age of Revolution* [on reserve].

Sign up for presentation.

Sample presentation on the origins of the French Revolution.

- Aug. 29** **The End of the Old Regime**
Michael Fitzsimmons, *The Night the Old Regime Ended*.
Student presentations on the Terror & Napoleonic Empire.
- Sept. 5** **The Invention of Modern Warfare**
David Bell, *The First Total War*.
Student presentations on the Restoration & nationalism.
- Sept. 12** **The Birth of Nationalism**
Linda Colley, *Britons*.
Student presentations on the liberalism & Chartism.
- Sept. 19** **The Rise of the Bourgeoisie?**
Sarah Maza, *The Myth of the French Bourgeoisie*.
Student presentation on the Industrial Revolution.
Introduction to library resources for tracing historiography of a topic.
****Short paper due (no separate response on Maza)****
- Sept. 26** **The Making of a Working Class**
E.P. Thompson, *The Making of the English Working Class*, Pref. & Chap. 6 [reserve];
Gareth Stedman Jones, "Rethinking Chartism" [reserve];
and Maxine Berg & Pat Hudson, "Rehabilitating the Industrial Revolution,"
Economic History Review, New Ser., vol. 45, no. 1 (Feb. 1992): 24-50 [find via Library].
- Student presentations on the domestic ideal & socialism.
- Oct. 3** **The Gendering of the Working Class**
Anna Clark, *The Struggle for the Breeches*.
Student presentations on colonization pre-1848 & the revolutions of 1848.
- Oct. 10** **Europe and the Arab "Other"**
Ian Coller, *Arab France*.
Student presentations on the unification of Italy & Germany.
- Oct. 17** **Nation-Building in Central Europe**
Geoffrey Blackbourn, *The Conquest of Nature*.
Student presentations on the Austrian & Russian Empires.

****Instructor approval of topic for annotated bibliography required by this week****

Oct. 24 Liberalism Derailed? Empire in Eastern Europe and Beyond

Tara Zahra, “‘Each nation cares only for its own’: Empire, Nation, and Child Welfare Activism in the Bohemian Lands, 1900-1908,” *American Historical Review*, 111:5 (Dec. 2006): 1378-1402.

Robert Crews, “Empire and the Confessional State: Islam and Religious Politics in Nineteenth-Century Russia,” *American Historical Review* 108:1 (Feb. 2003): 50-83.

Ussama Makdisi, “Ottoman Orientalism,” *American Historical Review*, 107:3 (June 2002): 768-796.

Student presentations on the “New Imperialism” & the origins of the Great War.

****Review of relative effectiveness of three articles due (no separate response)****

Oct. 31 No class.

Work on annotated bibliography.

Nov. 7 The Origins of the Great War

Isabel Hull, *Absolute Destruction*.

Student presentations on modernism & the consequences of the Great War.

****Preliminary (un-annotated) bibliography due****

Nov. 15 Total War

Maureen Healy, *Vienna and the Fall of the Habsburg Empire*.

Student presentations on feminism & the Russian Revolution.

Nov. 21 No class (Thanksgiving break).

Nov. 28 The Russian Revolution: Culmination or Aberration of the Age of Revolution?

Elizabeth Wood, *The Baba and the Comrade*.

****M.A. “exam” due.****

Dec. 5 Conclusion: From the Age of Revolutions to the Age of Extremes

Revisit Eric Hobsbawm, *The Age of Revolution*.

Discuss mock M.A. exams.

Student reports on annotated bibliographies.

Dec. 12 **Annotated bibliographies due**

HIST 6000
Colloquium on U.S. History to 1865
Spring 2012

Dr. Dan Dupre
Garinger 233 ddupre@uncc.edu
Office hours: T 10:00-11:00, W 2:00-3:00, or by appointment

In this colloquium students will read widely and think analytically about American and United States history from the colonization era to the Civil War. Upon completion of this course you should have broad knowledge of historical events and issues and an understanding of the historians' arguments that animate this field, both of which will inform your subsequent research or preparation for comprehensive exams.

Course Requirements:

Your primary requirement is to come to class each week having read and thought about the assigned books and ready to discuss. Because the class only meets once a week, attendance is mandatory. If you are sick or have an emergency and can't make class, you must provide documentation and turn in a 10-page paper on that day's reading. Please note that this will not count toward one of your assigned readings.

Oral requirements will consist of participation in our weekly discussions. In addition, each of you will lead the discussion once during the semester. That means you will come to class prepared to raise questions about the reading that will spur debate and discussion. While I will be able to help, ideally the class leader should be able to guide the discussion.

Written requirements will consist of a series of analytical essays. The first will be a comparative analysis (eight pages, excluding notes) of the first three books focusing on the character and meaning of violence between colonists and Indians and it will be due February 1st. You will then write six more analytical essays—five pages each, excluding notes--on any of the remaining books, excluding Howe, *What Hath God Wrought*. You will select your own topics based on your understanding of the core arguments of the reading. These are meant to be analytical essays, not reviews that summarize the content of the books.

Please note that historians use "Chicago" or "Turabian" style footnotes or endnotes (either are fine), and that this form of annotation is required for all of your written work.

Each of the six analytical essays must be handed in at the beginning of class on the day we discuss that particular reading. Late papers will be penalized one letter-grade.

Course grades will be calculated as follows:

1 st paper (8 pages)	15%
6 remaining papers (5 pages each)	60%
Participation	25%

Weekly Reading

- January 11 Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation-States, and the Peoples in between in North American History," *American Historical Review* 104 (June, 1999), 814-841.
- Evan Haefeli, "A Note on the Use of North American Borderlands," *American Historical Review* 104 (Oct., 1999), 1222-1225.
- John R. Wunder and Pekka Hamalainen, "Of Lethal Places and Lethal Essays," *American Historical Review* 104 (Oct., 1999), 1229-1234.
- Adelman and Aron, "Of Lively Exchanges and Larger Perspectives," *American Historical Review* 104 (Oct., 1999), 1235-1239.
- Joyce Chaplin, "Expansion and Exceptionalism in Early American History," *Journal of American History* 89 (March, 2003), 1431-1455.
- Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities," *American Historical Review*, 111 (June, 2006), 741-57.
- January 18 Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (NY: Alfred A Knopf, 1998)
- January 25 Alan Gallay, *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717* (New Haven: Yale University Press, 2002)
- February 1 James Merrell, *Into the American Woods: Negotiators on the Pennsylvania Frontier* (NY: W. W. Norton, 1999)
- February 8 Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge: Harvard University Press, 1998)
- February 15 Rhys Isaac, *The Transformation of Virginia, 1740-1790* (Chapel Hill: University of North Carolina Press, 1982), also published by W. W. Norton in 1988.
- February 22 Brendan McConville, *The King's Three Faces: The Rise and Fall of Royal America, 1688-1776* (Chapel Hill: University of North Carolina Press, 2007)
- February 29 Gordon Wood, *The Radicalism of the American Revolution* (NY: Vintage Books, 1991)
- March 7 Spring Break
- March 14 Rosemarie Zagari, *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2008)

- March 21 Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (NY: Oxford University Press, 2007)
- March 28 2nd half of Howe
- April 4 Walter Johnson, *Soul By Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999)
- April 11 Stephanie McCurry, *Master's of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country* (NY: Oxford University Press, 1995)
- April 18 Robert Abzug, *Cosmos Crumbling: American Reform and the Religious Imagination* (NY: Oxford University Press, 1994)
- April 25 Edward Ayers, *In the Presence of Mine Enemies: The Civil War in the Heart of America, 1859-1863* (NY: W. W. Norton, 2004)

HIST 6000: Graduate Writing Seminar
Prof. David A Johnson
Office Hours: Tues/Thurs 12:30-2:00pm
Phone: 704.687.4631
Email: dajohns1@uncg.edu
Class times: Tuesdays, 6:30-9:15

Seminar Description

This course is designed for second year M.A. students. It's primary goal is to help students write a thesis chapter or seminar paper based on original research. The craft of the professional historian is as multi-faceted as the diversity of our historical interests. Nonetheless, there are several basic pillars of the historical profession that ground the discipline. These pillars are historical awareness (i.e., understanding of historical content), historical analysis (i.e., primary and secondary source examinations), and historical expression (i.e., written work that reflects appropriate grammar and style and uses well-supported and persuasive evidence to reach a conclusion). You will be doing all three in this seminar.

The course, generally, is divided into two parts. First, we will examine and discuss the nature of historical writing by reading select published articles. Some of the texts are written by faculty members at the best research universities in the world. Other published articles, more interestingly, are written by graduate students just like you. The second part of the course is dedicated to historical writing and the practices that lead to achieving excellence in it. Peer reviews are central to the latter. Indeed, as professional historians our work is constantly read and critiqued by others. This is the connection between historiography and original research. As professional historians, we never write in a vacuum; we must always write within a historiography built by others. And, those *others* often determine whether or not an article is worthy of publication.

Through the above reading, discussing, and writing, we ultimately will be examining the nature and state of the historical discipline. This is especially important for you in that, upon receiving your M.A., you will have entered a relatively rarified academic space that comes with privileges and prestige but also duties and obligations, and indeed some pain. An important feature of the professional historian is having a thick skin.

Course Requirements: see seminar calendar for a description of each assignment

First Assignment (Brief Topic Description): 5%

Second Assignment (Project Proposal): 10%

Third Assignment (Introduction, Historiography, and Presentation):

- Written: 15%
- Presentation: 5%

Fourth Assignment (Peer Review): 10%

Fifth Assignment (Rough Draft and Presentation):

- Written: 7%
- Presentation: 3%

Sixth Assignment (Peer Review): 10%

Final Research Paper: 35%

Required Reading

See seminar calendar below. All the readings are available on the web, through JSTOR, or through PDF files on Moodle.

Seminar Calendar

Week 1 (Aug 21): Introduction to the course

Week 2 (Aug 28): Thinking, Writing, History

- Aaron, "What Can You Learn from a Historical Novel"
 - <http://www.americanheritage.com/content/what-can-you-learn-historical-novel>

- Lynn Hunt, “How Writing Leads to Thinking (and not the Other way Around)”
 - <http://www.historians.org/perspectives/issues/2010/1002/1002art1.cfm>

Week 3(Sept 4): The Objectivity Question

- Peter Novick, “Introduction: Nailing Jelly to the Wall,” “The European Legacy: Ranke, Bacon Flaubert,” and “A Changed Climate,” in *That Noble Dream: The “Objectivity Question” and the American Historical Profession* (Cambridge University Press, 1988)
 - On Moodle

Week 4 (Sept 11): Telling a Story

- William Cronon, “A Place for Stories: Nature, History, and Narrative”
 - (JSTOR)
- David Hackett Fischer, “Fallacies of Narration,” in *Historian’s Fallacies: Toward a logic of historical thought*
 - Available through google scholar

FIRST ASSIGNMENT: Turn in a one-paragraph description of the paper you plan to write this semester. Think about what you have read so far this semester as you write your description.

Week 5 (Sept 18): The Kids Are Alright

- Karen Flint, “Competition, Race, and Professionalization: African Healers and White Medical Practitioners in Natal, South Africa in the Early Twentieth Century,” *Social History of Medicine*, Vol. 14, No. 2, 2001
 - On Moodle
- Hughes, D.L. (2006). Kenya, India and the British Empire Exhibition of 1924. *Race & Class*, 47, 66-85
 - On Moodle

Week 6 (Sept 25): Research Proposals

SECOND ASSIGNMENT: Write a 3-5 page proposal outlining the main questions and themes of your thesis chapter or seminar paper. Please make sure to have a tentative title and bibliography.

Week 7 (Oct 2): Mandatory individual meetings with professor to discuss research topics

Week 8 (Oct 9): NO CLASS

Week 9 (Oct 16): Research, Synthesis, Presentation

THIRD ASSIGNMENT:

Written: Turn in 3-5 pages of draft material. This should include your title, introduction, and historiography. Create a compelling opening, orient the reader to your subject and questions, discuss the most relevant historiography upon which you are building your argument, and present your own thesis and argument and tell us why it is significant. Please make five copies to be distributed to peer review groups.

Oral Presentation: Using this material, also prepare a 10-minute oral presentation which introduces your project and describes some of your most interesting findings so far. Have you had any epiphanies about your research topic? Has the research uncovered what you expected to find or has it forced you to rethink your approach to the topic? In what ways have you altered or maintained your original thinking on the topic?

Week 10 (Oct 23): Practicing peer reviews

FOURTH ASSIGNMENT: Read the draft material, turned in the week before, of your fellow group members and for each of them prepare suggestions for revision. For each group member, type half a page of

comments and specific suggestions (bring two copies, one for the author and one for me). Make sure to discuss the work of each member one by one. These discussions should reveal common criticisms and should generate some new ideas that build on the prepared comments. Each member should leave the seminar with a clear idea about how they can strengthen the paper's argument.

Week 11 (Oct 30): Mandatory individual meetings with professor

Week 12 (Nov 6): Recommended individual meetings with professor

Week 13 (Nov 13): Recommended individual meetings with professor

Week 14 (Nov 20): The penultimate draft

FIFTH ASSIGNMENT:

Written: Turn in your full rough draft, which should be between 25-30 pages. Again, make five copies to distribute to your peer review group.

Presentation: In addition, prepare a five minute presentation in which you talk to the class about your central question, argument, and findings.

Week 15 (Nov 27): Final peer review session

SIXTH ASSIGNMENT: See the instructions for Week 10 (October 23). Focus your suggestions on several areas where you would like to see further revisions. These might include areas where you think there needs to be more clarity, areas that seem under supported by evidence or under analyzed, or areas that seem intellectually disjointed. The point here is to write about fewer things but to do so in greater detail and in greater length.

Week 16 (Dec 4): Final Papers Due

FINAL ASSIGNMENT: Turn in the final version of your thesis chapter or seminar paper at the beginning of class

HIST 6000-A94: Colloquium in 20th-Century European History
University of North Carolina at Charlotte
Thursdays, 6:30-9:15 pm (Fall 2011)
Dr. Peter Thorsheim
Office: Garinger 223
Email: peter.thorsheim@uncc.edu
Office Hours: Thursdays 1:00-1:45, 5:00-5:45, or by appointment



A hundred years ago a handful of European nation states, ruled by a few interrelated families, exerted control over much of the world. Politically, technologically, culturally, and economically, Europe's influence—and that of its political and economic elite—struck many as indomitable. Despite this power, the European order faced growing challenges at home and internationally as workers, women, oppressed minorities, and colonized peoples struggled for freedom. The most destabilizing factor, however, would prove to be war. Between 1914 and 1945 two world wars left millions of Europeans dead, bankrupted governments, reduced countless cities to rubble, sparked myriad revolutions and independence struggles, and made it possible for the US and USSR to emerge as rival superpowers that would exert extraordinary influence over Europe during the cold war. Despite all of this devastation, upheaval, and loss, by the end of the century Europe had reinvented itself, and its citizens enjoyed more freedom, prosperity, and peace than their predecessors a century earlier could ever have imagined. In this colloquium we will investigate how many of today's leading historians understand and interpret

this turbulent period in Europe's history. Upon completion of this course, graduate students will not only have a more in-depth understanding of the complexities of Europe's trajectory in the twentieth century, but also of the ways that historians research, write about, and shape history. This course will also develop graduate student skills in reading historical monographs, writing review essays, and understanding historiography. This is the second half of a two-part course sequence required of all graduate students specializing in European history.

Required Books

- Bess, Michael. *The Light-Green Society: Ecology and Technological Modernity in France, 1960-2000*. University Of Chicago Press, 2003.
- Blom, Philipp. *The Vertigo Years: Europe, 1900-1914*. Basic Books, 2010.
- De Grazia, Victoria. *How Fascism Ruled Women: Italy, 1922-1945*. University of California Press, 1993.
- Fitzpatrick, Sheila. *The Russian Revolution*, 3d ed. Oxford University Press, 2008.
- Herzog, Dagmar. *Sex after Fascism: Memory and Morality in Twentieth-Century Germany*. Princeton University Press, 2007.
- Hochschild, Adam. *To End All Wars: A Story of Loyalty and Rebellion, 1914-1918*. Houghton Mifflin Harcourt, 2011.
- Paul, Kathleen. *Whitewashing Britain: Race and Citizenship in the Postwar Era*. Cornell University Press, 1997.
- Pells, Richard. *Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture since World War II*. Basic Books, 1998.
- Snyder, Timothy. *Bloodlands: Europe between Hitler and Stalin*. Basic Books, 2010.
- Strayer, Robert. *Why did the Soviet Union Collapse? Understanding Historical Change*. M. E. Sharpe, 1998.

Class Environment

In our interactions with each other, I strive for a class environment in which everybody, regardless of their age, gender, background, sexual orientation, or personal circumstances, feels included, respected, and free to express themselves. I look forward to your contributions towards this goal.

Academic Expectations

Barring true emergencies, late work will not be accepted. You are responsible for understanding and following the UNCC Code of Student Academic Integrity: www.legal.uncc.edu/policies/ps-105.html. Any violation will result in a penalty and may lead to failure in this course. I will be using the Turnitin.com service to determine the originality of student work. If you or I submit your paper to Turnitin.com, it will be stored by Turnitin.com in their database as long as their service remains in existence. I will not consent to others viewing your submission. If you object to this storage of your paper, you must let me know in writing during the first week of class. In that case, I will utilize other techniques to verify that your work is free from plagiarism.

Graded Work

Discussion (25% of course grade). Attendance is mandatory. You should come to class prepared to talk about what you found most interesting and significant in the week's reading, relate it to other readings and discussions, and raise questions for the class to explore. For each week that a

book is assigned, two students will be assigned to work together to a) summarize and contextualize two or more articles or books that relate to the assigned book, and b) lead a discussion of the assigned reading.

Reading Responses (15% of course grade). For each week that there are assigned readings, you must upload to moodle a 1-2 page (single-spaced) response by 10:00 am the morning of our class. Your reflections should both summarize the arguments and critically evaluate the evidence and reasoning of the authors. Be sure to explain what you do or don't find persuasive, and explain why. For your reflections on Sept. 1, you should discuss a minimum of three of the articles. You may skip one week without penalty.

Review Essays (40% of course grade). You will be responsible for writing two review essays (each should be 8-10 double-spaced pages long and will count for 20% of your course grade) on a topic of your choice within twentieth-century European history. Each essay must discuss and cite a minimum of three scholarly books and three articles from academic journals. Rather than approaching this assignment as a series of separate book reviews, you will be expected to write a synthetic essay that considers the topic thematically and analytically. Your paper must have an argument.

Syllabus (20% of course grade). Each student will develop a syllabus for an undergraduate 20th-century European history survey class. The syllabus must contain a preface that discusses your teaching philosophy and how you would use class time. The syllabus must contain a course description, schedule of topics, readings, detailed instructions for the assignments, and an annotated list of the books, articles, films, websites that you would use in the course.

Schedule of topics and assignments (subject to changes announced in class or via moodle)

Aug. 25 Introduction

Sept. 1 Discussion of the following six articles (available through our library's website):
Cole, Laurence, and Philipp Ther. "Introduction: Current Challenges of Writing European History." *European History Quarterly* 40, no. 4 (October 1, 2010): 581-592.
Evans, Richard J. "What is European History? Reflections of a Cosmopolitan Islander." *European History Quarterly* 40, no. 4 (October 1, 2010): 593-605.
Clavin, Patricia. "Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts." *European History Quarterly* 40, no. 4 (October 1, 2010): 624-640.
Rüger, Jan. "OXO: Or, the Challenges of Transnational History." *European History Quarterly* 40, no. 4 (October 1, 2010): 656-668.
Malečková, Jitka. "Gender, History and 'Small Europe'." *European History Quarterly* 40, no. 4 (October 1, 2010): 685-700.
Nielsen, Philipp. "What, Where and Why is Europe? Some Answers from Recent Historiography." *European History Quarterly* 40, no. 4 (October 1, 2010): 701-713.

- Sept. 8 Discussion of *The Vertigo Years*
- Sept. 15 Discussion of *To End All Wars*
- Sept. 22 Discussion of *The Russian Revolution*
- Sept. 29 First review essay due (moodle and hardcopy); present findings to class
- Oct. 6 Discussion of *How Fascism Ruled Women*
- Oct. 13 Discussion of *Bloodlands*
- Oct. 20 Discussion of *Sex after Fascism*
- Oct. 27 Discussion of *Whitewashing Britain*
- Nov. 3 Second review essay due (moodle and hardcopy); present findings to class
- Nov. 10 Discussion of *Not Like Us*
- Nov. 17 Discussion of *The Light-Green Society*
- Nov. 24 No Class (Thanksgiving break)
- Dec. 1 Discussion of *Why Did the Soviet Union Collapse?*
- Dec. 8 Film screening and discussion
- Dec. 15 Syllabus due via moodle (class does not meet)