

DEPARTMENT OF HISTORY

Graduate Course Descriptions – Fall 2023

Below you will find detailed descriptions of the graduate courses which the History Department will be offering in Fall 2023. Please refer to the course catalog for a complete list of courses and descriptions. 500-level courses are reading colloquia; 600-level courses, except for HIST 601 and HIST 694, are research seminars.

Permission numbers are not required to enroll in graduate courses except for HIST 694.

HIST 573 (21059): US HISTORY 1877-1929
Dr. Thomas Devine | W 1900-2145 | SH102

This course will offer an interpretive survey of political, economic, cultural, and social trends in the United States from approximately 1877 to 1929. Though we will be covering a wide variety of topics, there are certain themes that we will be revisiting throughout the course of the semester:

- the effects of industrialization, immigration, and urbanization on the nation's economic and political development
- the changing relationship over time between government and individual citizens
- the United States' emergence as a global economic power
- changing attitudes regarding race, gender, and the rights of the individual versus the rights of the group
- the ongoing struggle to balance liberty and equality within a democratic political culture
- the factors accounting for the rise and fall conservative and progressive social movements
- disputes among Americans over what constitutes a "good society"

Each student will be responsible for leading one discussion over the course of the semester. Active participation in weekly discussions is required. There will be occasional short writing assignments and a semester project on a topic of the student's choosing due at the end of the term.

HIST 596K (21335): BURNED AT THE STAKE: MEDIEVAL HERETICS, JOAN OF ARC, & THE EUROPEAN WITCH-HUNTS
Dr. Clementine Oliver | M 1600-1845 | SH288

This seminar will begin with readings on the persecution of medieval heretics, the trial and burning of Joan of Arc, and then shift focus to the obsession with witch-hunts and trials in early modern Europe. Our focus will be the widespread fear of treason, heresy, and witchcraft in the

thirteenth through seventeenth centuries, with a particular emphasis on the persecution of women in the late medieval and early modern period.

HIST 601 (12250): THEORY AND HISTORIOGRAPHY

Dr. Donal O'Sullivan | W 1600-1845 | SH287

Are you interested in the history of history? Have you ever wondered why we ask the questions we ask? Is it true that history is written by the winners? Or must we repeat the mistakes of the past if we do not study history? This is the course for you. You will encounter texts explaining why people have recorded the past, and why societies have either praised or ignored their efforts. You will discover that the way you think about history has evolved over a slow process of thousands of years, sometimes in a zigzag fashion. You will understand better how historians have sometimes been the servants of power or the midwives of revolution. You will step into the shoes of men and women who have left their stamp on our discipline, helping you develop your own understanding of the past not as a fixed set of events, but as a fluid conversation affecting our everyday lives today. You will examine the various genres of historical writing, explore issues and problems of historical interpretation, and consider how historians use theoretical models from other disciplines to shape their work. Away from detailed subject matter, the class will offer an opportunity to delve deeper into the discussions on the role and uses of history. We will focus on issues such as biases, interpretations, falsification and abuses of the past.

HIST 660 (13041): SEMINAR LATIN AMERICAN HISTORY- US DEVELOPMENT POLICY IN LATIN AMERICA DURING THE COLD WAR.

Dr. Susan Fitzpatrick-Behrens | Th 1600-1845 | SH287

In 1961, President John F. Kennedy issued Executive Order 10973 creating the United States Agency for International Development (USAID), which built upon the work of existing agencies. USAID became, in effect, a planning agency for development in Latin America, which orchestrated and directly and indirectly funded a plethora of programs ranging from road construction to health initiatives to education to women's "empowerment". Often these efforts were coordinated with and meant to reinforce U.S. counter-insurgency strategies.

USAID has made a plethora of Latin American project reports available on its website. The reports provide insight into U.S. ideas about "development" in Latin America – how did the U.S. view what it described as "the Third World"? At the same time, they provide indirect evidence of how these ideals were being transformed or in some cases subverted by Latin American "beneficiaries" of aid who sought to use assistance to meet their needs, conform to their cultural and social practices, and fulfill their goals of promoting social transformation.

This class will take these reports as a point-of-departure for understanding the U.S. concept of "development" and Latin Americans' responses to it from the 1960s through the 1980s. While we will be concerned with the content of the reports, the greater emphasis will be on

perceptions. We will thus review the reports through three theoretical lenses: Gender, Race/Ethnicity, and Post-Coloniality. The first five weeks of the class will be devoted to reading secondary sources in history and theory. The remainder of the class will be dedicated to a series of projects designed around the USAID reports that will culminate in an original primary-source based research paper.

HIST 674 (21061): SEMINAR RECENT US

Dr. Joshua Sides | Th 1600-1845 | SH264

Research seminar concentrating on the U.S. in the 1980s. Through common readings and individual research, students will explore key themes of the era, including foreign affairs, domestic politics/economics, an environmental and cultural transformation. The main requirement is the preparation of a seminar paper of approximately 25 pages in length.

HIST 694 (12333): PRACTICUM FOR TEACHING ASSISTANTS

Staff | TBA | TBA

Working under the close supervision of departmental faculty and assigned to a specific undergraduate History course, students gain experience creating assignments, grading papers and exams, leading discussion, and review sessions, and giving lectures. Students will also have the opportunity to discuss issues and problems in teaching. May be repeated once for credit. Interested students should email the Graduate Coordinator, Rachel.Howes@csun.edu, for a permission number.