

UNIVERSITY OF MIAMI  
HISTORY DEPARTMENT  
COLLEGE OF ARTS AND SCIENCES



COURSE DESCRIPTIONS  
SPRING SEMESTER 2010/2

## DEPARTMENT OF HISTORY FACULTY AREAS AND RESEARCH INTERESTS

### EDMUND ABAKA

**PH.D., YORK UNIVERSITY, ONTARIO, CANADA 1998; ASSOCIATE PROFESSOR**

A native of Ghana, West Africa, Prof. Abaka earned his M.A. degree (European History) at the University of Guelph in Canada. While his area of specialization is Africa, his research interests cover commodities and trade in pre-colonial West Africa, Slavery and Emancipation, and the African diaspora. Professor Abaka has published a number of articles on kola (one of the original ingredients for Coca-Cola), the colonial period in African history, and African youth. His monograph titled "*Kola is God's Gift: Agricultural Production, Export Initiatives and the Kola Industry of Asante and the Gold Coast, c. 1820-1950* (James Currey & Ohio University Press, Oxford; Ohio University Press, Athens; Woeli Publishing Services, Accra), came out in 2005. He has just published a book chapter on the *Hausa Diaspora in Ghana*, (*Gold Coast and Asante in the Nineteenth and Twentieth Centuries* and completed a book manuscript titled: "*House of Slaves*": *Gold Coast/Ghana Slave Forts and Castles and the Atlantic Slave Trade*.

### ROBIN F. BACHIN

**PH.D., MICHIGAN 1996; CHARLTON W. TEBEAU ASSOCIATE PROFESSOR**

Robin Bachin specializes in American urban, environmental, immigration, sport, and cultural history. Her first book, *Building the South Side: Urban Space and Civic Culture in Chicago, 1890-1919* (University of Chicago Press, 2004), examined four sites on Chicago's South Side in order to illustrate the contestation and compromise involved in the planning, design, and use of urban space during the Progressive Era. Her current book project, *Home Away from Home: The Transformation of Seaside Recreation on the East Coast, 1865-2000*, focuses on the rapid commercialization of seaside resorts in the late-nineteenth and twentieth centuries.

Professor Bachin won the John Reps Award for distinguished dissertation in urban planning history; an Andrew Mellon Postdoctoral Research Fellowship from the Newberry Library; an NEH Summer Institute Fellowship; a Graham Foundation Fellowship for Advanced Studies in the Fine Arts; a Driehaus Foundation Grant; the Dean's Award for Scholarly Productivity; and the Provost's Award for Excellence in Teaching. In addition, Bachin was awarded a University of Miami Library Fellowship to create a digital archive on "Travel, Tourism, and Urban Growth in South Florida." Bachin also is co-curator of an exhibition at the Wolfsonian Museum in Miami Beach entitled "In Pursuit of Pleasure: Schultze and Weaver and the American Hotel," scheduled to open in November 2005. She serves on the board of directors of the Society for American City and Regional Planning History and the Urban History Association.

### HERMANN BECK

**PH.D., UCLA 1989; PROFESSOR**

Professor Hermann Beck received his Ph. D. from UCLA after his studies in history at German universities (Mannheim, Freiburg, Berlin), the London School of Economics, and the Sorbonne. He has been a Fellow at the *Berliner Historische Kommission* and a member of the Institute for Advanced Study at Princeton. In 1996 he received the University of Miami Excellence in Teaching Award and was nominated for the same award in 2005 and 2006. He is an historian of modern Germany with particular interests in political, intellectual, and social history, as well as the *histoire des mentalités*. His book on nineteenth-century Prussia, *The Origins of the Authoritarian Welfare State in Prussia: Conservatives, Bureaucracy, and the Social Question, 1815-1870*, applies a combination of social, intellectual, and administrative history. His recent study, *The Fateful Alliance: German Conservatives and Nazis in 1933. The Machtergreifung in a New Light*, examines the complex relationship between German conservatism and National Socialism during the Nazi seizure of power. He has also published numerous articles in American, British, and German journals, including the *Journal of Modern History*, *Central European History*, *Totalitarian Movements and Political Religions*, *German History*, *Jahrbücher für die Geschichte Mittel- und Ostdeutschlands*, and the *Journal of Contemporary History*. In his current project he examines the reaction of German institutions – such as the army, the Christian churches, and political parties – to the proliferation of anti-Semitic attacks during the Nazi seizure of power in 1933.

**MICHAEL BERNATH**

**PH.D., HARVARD UNIVERSITY 2005; ASSISTANT PROFESSOR**

Michael Bernath is the Charlton W. Tebeau Assistant Professor in American History. After growing up in northeastern Pennsylvania, he received his undergraduate degree from Brown University and his M.A. and Ph.D. from Harvard University. Before coming to Miami, he taught at Emmanuel College in Boston and at the Harvard University Extension School.

Bernath's teaching and research interests include the era of the Civil War, the South, and 19<sup>th</sup>-Century American intellectual and cultural history. His forthcoming book from the University of North Carolina Press focuses on the struggle for Confederate intellectual independence during the Civil War. It examines the rise of Confederate cultural nationalism and the wartime efforts to construct an autonomous and distinctly southern intellectual and literary culture. He is also working on a manuscript dealing with concepts of heroism and honor among Civil War officers.

**GREGORY W. BUSH**

**PH.D., COLUMBIA 1983; ASSOCIATE PROFESSOR**

Prof. Bush's areas are American history, and political, intellectual, and cultural history. His scholarly interests revolve around media history and perceptions of crowd behavior. He is one of the founders of Miami's Louis Wolfson II Media History Center, and author of *Lord of Attention: Gerald Stanley Lee and the Crowd Metaphor in Industrializing America*, as well as *Miami The American Crossroad*, co-authored with Arva Moore Parks. He directs the Institute for Public History, and the outreach organization of the History Department. He is also Chairman of Miami's Parks Advisory Board and President of the Urban Environment League.

**EDUARDO ELENA**

**PH.D., PRINCETON 2002; ASSISTANT PROFESSOR**

Eduardo Elena was educated at the University of Virginia (B.A. 1994) and Princeton University (Ph.D. 2002). His research and teaching expertise are in the field of modern Latin American history, with a focus on the Southern Cone and Brazil. His current project is a book-length study of Argentina during the Peronist era, titled "A Dignified Life: Consumption and Populist Politics in Argentina, 1930-1960s." The manuscript explores the Peronist paradigm of the "standard of living" in postwar Argentina and political struggles to define social needs and satisfy consumer aspirations. Portions of this project have been published as articles in the *Journal of Latin American Studies* (2005) and *Hispanic American Historical Review* (forthcoming).

Before joining the University of Miami faculty, Elena taught at Princeton University and SUNY- Stony Brook. Born in Montevideo, Uruguay, he has lived the majority of his life in the United States. He spent 1999-2000 in Buenos Aires, Argentina as a Fulbright Fellow conducting research for his doctoral dissertation. He teaches courses on modern Latin American history, citizenship and state formation, U.S.-Latin American relations, and the comparative history of consumption and commercial culture.

**RICHARD GODBEER**

**PH.D., BRANDEIS UNIVERSITY 1989 PROFESSOR**

Professor Godbeer specializes in the cultural history of Colonial and Revolutionary America. He was born in the English county of Essex, just outside London, and received his B.A. from Oxford University in 1984, then crossing the Atlantic to study for his Ph.D. in Massachusetts. He moved to southern California in 1989, where he taught for fifteen years in the History Department at the University of California, Riverside. Professor Godbeer is author of *The Devil's Dominion: Magic and Religion in Early New England* (1992), *Sexual Revolution in Early America* (2002), and *Escaping Salem: The Other Witch-Hunt of 1692* (2004). He is currently working on a fourth book, *The Overflowing of Friendship: Love Between Men in Eighteenth-Century America*.

**KARL GUNTHER**

**PH.D., NORTHWESTERN UNIVERSITY 2007 ASSISTANT PROFESSOR**

Karl Gunther is a historian of early modern Europe, focusing on British history and the interaction of religion and politics in the English Reformation. He received his Ph.D. in History from Northwestern University in 2007, where he was the recipient of numerous research fellowships and the Department of History's "Teacher-

Mentor Award.” His work has been published or is forthcoming in *Past & Present*, *The Journal of Ecclesiastical History*, and *History Compass*. Before joining the faculty at the University of Miami in 2008, Gunther taught at Rice University and at Northwestern University. He offers a wide range of courses on the political, religious, intellectual, and cultural history of late medieval and early modern Europe.

**STEPHEN HALSEY**  
**PH.D., UNIVERSITY OF CHICAGO 2007**

Stephen Halsey specializes in modern China with additional fields in economic history, comparative colonialism, and global history. He completed his doctoral work at the University of Chicago in 2007 and has also studied at National Taiwan University and Beijing University. Before coming to Miami, he held the Alice Kaplan Postdoctoral Fellowship in the Humanities at Northwestern University and participated in an interdisciplinary teaching program called ‘The Great Society.’

Halsey is currently completing a book manuscript entitled ‘The Sinews of Power: European Imperialism and State-making in Late Imperial and Republican China, 1850-1927.’ Using Chinese, Japanese, and European language sources, he rejects the dominant narrative of political decline and instead argues that the threat of foreign aggression after 1850 ushered in the most innovative period of state-making in China since the early seventeenth century. In addition, his work engages in a systematic comparison with early modern Britain to identify cross-cultural similarities in the process of state-making, highlighting the intimate linkages between warfare, taxation, and bureaucratic growth in both the Chinese and European contexts. Halsey’s research also suggests that important differences in political economy spared China from the formal colonization characteristic of regions such as Bengal and Malaya. He has held fellowships with the Fulbright-Hays DDRA program, the Blakemore Foundation, FLAS, and the Earhart Foundation, and his thesis project received the Richard Saller Prize in March 2008 for the best doctoral dissertation in the Social Sciences Division at the University of Chicago.

**MARY LINDEMANN**  
**PH. D. CINCINNATI, 1980; PROFESSOR**

Professor Lindemann works on early modern German, Dutch, and Flemish history with particular emphasis on poverty, health, and crime. Her first book examined poverty and governance in eighteenth-century Hamburg and was selected as "An Outstanding Academic Book for 1990" by *Choice*. Her second book, *Health and Healing in Eighteenth-Century Germany*, explored the interaction of state and society in the provision of medical care in a rural environment, and received the 1998 William H. Welch Medal book prize from the American Association of the History of Medicine. *Medicine and Society in Early Modern Europe* appeared in Fall 1999 with Cambridge University Press in the series "New Approaches to European History." Her recent research focuses on crime, civic identities, and political cultures in three seventeenth- and eighteenth-century cities: Amsterdam, Antwerp, and Hamburg. She has recently completed a book on *Liaisons dangereuses: Sex, Law, and Diplomacy in the Age of Frederick the Great*.

**SYBIL LIPSCHULTZ**  
**PH.D., PENNSYLVANIA 1987; ASSOCIATE PROFESSOR**

Professor Lipschultz specializes in Women's history, United States constitutional and legal history, and labor history. She is the author of a forthcoming scholarly monograph entitled *Gender Politics: Creating Women's Labor Laws in America, 1890-1940*, the editor of a three volume series *Gender Equality and the Work Place*, and she is currently working on a textbook of materials in women's legal history.

**JANET L. B. MARTIN**  
**PH.D., CHICAGO 1980; PROFESSOR**

Professor Martin joined the History Department faculty in 1981. As a specialist in pre-modern Russian history, she has written dozens of articles in her field as well as two books: *Treasure of the Land of Darkness: The Fur Trade and its Significance for Medieval Russia*, (Cambridge 1986; pb ed. 2004) and *Medieval Russia, 988-1584* (Cambridge 1995). Dr. Martin is currently conducting research on sixteenth-century Russia.

**MICHAEL MILLER**

**PH. D., UNIVERSITY OF PENNSYLVANIA 1976; PROFESSOR**

Professor Miller's teaching and scholarly interests include modern European history, modern French history, business history, maritime history, and urban history. He has written two books, one a social history of Paris's leading department store at the turn of the century (*The Bon Marché: Bourgeois Culture and the Department Store, 1869-1920*) and the other a study of the interwar years through the lens of intrigue and espionage (*Shanghai on the Métro: Spies, Intrigue, and the French Between the Wars*). He is currently writing a book on Europe and the commercial maritime world (ports, shipping, trading companies, commodities) in the twentieth century.

**MARTIN NESVIG**

**PH.D., YALE UNIVERSITY 2004; ASSISTANT PROFESSOR**

Martin Nesvig is a native of San Diego, California and received a Ph.D. in Latin American history from Yale University. During his graduate studies Professor Nesvig lived in Mexico City for three years and has continued to live there part-time ever since.

Professor Nesvig's first monograph, *Ideology and Inquisition: Inside the World of the Censors in Early Mexico* will be published by Yale University Press in 2009. The study examines formal legal and informal cultural practices of book censorship and thought control as undertaken by the Inquisition. Rather than present an image of monochromatic thought the Inquisition in Mexico revealed deep divisions and debates about humanism, the translation of Scripture, Erasmus, sexual norms, witchcraft and blasphemy. This is the first book-length study in English which analyzes the censors and jurists of the Spanish and Mexican Inquisitions in terms of their understanding and ideology in promoting censorship.

Currently, he has two main research projects. The first is a history of frontier religion and society in colonial western Mexico, tentatively titled "Frontier Religion in Colonial Michoacán." The study examines the dramatic failures of Spanish missionaries to turn Indians and Spaniards into good, pious Catholics in this frontier region, resulting, rather, in a somewhat debauched rejection of formal Catholic piety. He was an NEH fellow at the John Carter Brown in the Spring 2008 semester conducting research on the project. The second project is a translation of works by largely ignored Franciscans: Alfonso de Castro, a theologian and theorist of Inquisition of Salamanca, Alonso Cabello, a Spanish-born Mexican twice convicted of Erasmian heresy, and Inquisitional deputy and missionary, the criollo Diego Muñoz. The volume, "Forgotten Franciscans," is under contract with Pennsylvania State University Press and should appear in 2010.

More broadly Professor Nesvig studies the social history of religion. He is editor of two volumes on the subject: *Local Religion in Colonial Mexico* (University of New Mexico Press, 2006) and *Religious Culture in Modern Mexico* (Rowman and Littlefield, 2007). He has published articles on culture and society in Mexico in both English and Spanish in a wide range of professional journals: *Colonial Latin American Review*, *Hispanic American Historical Review*, *Mexican Studies/Estudios Mexicanos*, *Church History*, *Journal of Social History*, *Tzintzun*, and *Boletín del Archivo General de la Nación* (Mexico).

**KATE RAMSEY**

**PH.D., COLUMBIA UNIVERSITY 2002; ASSISTANT PROFESSOR**

Kate Ramsey works on colonial and postcolonial Caribbean histories with a particular focus on Haiti. Her research and teaching interests include the politics of law, religion, and performance in the Caribbean; Caribbean intellectual history and cultural movements; the transnational impact of the Haitian Revolution; the history of development in the Caribbean; and the relationship between anthropology and history. She is currently working on a book entitled: *The Spirits and the Law: Popular Spirituality and National Modernity in Haiti*, which examines the history and legacies of penal and ecclesiastical laws against popular religious practices in Haiti, from the late colonial period to the present day. Prior to joining the history department faculty, Ramsey was a Mellon Postdoctoral Fellow at the University of Pennsylvania's Penn Humanities Forum, and a postdoctoral fellow at Yale University's Center for Religion and American Life. She has also taught at the University of Pennsylvania and Columbia University.

### **DOMINIQUE REILL**

**PH. D. COLUMBIA UNIVERSITY, 2007; ASSISTANT PROFESSOR**

Dominique Reill was educated at the University of California at Berkeley (B.A. 1997) and Columbia University (Ph.D. 2007). Her research and teaching expertise are in the field of modern European history, with a focus on Italy and the ex-Yugoslav lands. Her current project is a book-length study of the Adriatic Sea after the Napoleonic Wars and before the unification of Italy, titled "From Bond to Border: The Transformation of the Adriatic in the Nineteenth Century." An article related to this research has been published in a recent volume entitled *Different Paths to the Nation: Regional and National Identities in Central Europe and Italy, 1830-70* (Palgrave: 2007).

Before joining the University of Miami faculty, Reill taught at Columbia University and New York University (NYU). She spent 2001-2002, and 2003-2005 in Italy, Croatia, Slovenia, and Belgrade conducting her doctoral research, which was sponsored by the German Marshall Research Fellowship, the Fulbright-Hays Doctoral Dissertation Research Fellowship, the Delmas Foundation Grant for Independent Research on Venetian History and Culture, the Research in the Study of Man (RISM) Landes Award, and the Foreign Language Area Studies Scholarship for Croatia. She was also the recipient of the Whiting Foundation Fellowship and served as a fellow at Columbia University's Institute for Social Economic Research and Policy (2005-2007) as well as NYU's Remarque Institute for the Study of Europe (2006). She teaches courses on modern European history, history of Italy, the Balkans, and the Mediterranean, nationalism, regionalism, and the idea of Europe.

### **GUIDO RUGGIERO**

**PH.D. 1972, UNIVERSITY OF CALIFORNIA, LOS ANGELES**

**PROFESSOR AND CHAIR OF THE DEPARTMENT OF HISTORY**

Professor Ruggiero has published on the history of gender, sex, crime, magic, science and everyday culture primarily in renaissance and early modern Italy. He began his career as a social science social historian, but his interests have expanded toward yet more interdisciplinary approaches, including microhistory, narrative history, and the melding of literature, literary criticism and archival history. Among other volumes he has published *Sex and Gender in Historical Perspectives* (1990), *Microhistory and the Lost Peoples of Europe* ((1991), and *History from Crime*, all edited with Edward Muir, as well as *Violence in Early Renaissance Venice* (1980), *The Boundaries of Eros: Sex Crime and Sexuality in Renaissance Venice* (1985), *Binding Passions: Tales of Magic, Marriage and Power from the End of the Renaissance* (1993), *The Blackwell Companion to the Renaissance* (2002); *Machiavelli in Love: Self, Sex and Society in the Italian Renaissance* (2007) as well as *Five Comedies from the Italian Renaissance* (2003) edited and translated with Laura Giannetti. In addition he edited the series *Studies in the History of Sexuality* (1985-2002) for Oxford University Press and was a co-editor of the six volume *Encyclopedia of European Social History* for Scribner's (2002). At present he is working on a study of conceptions of the body, the spirit and the cosmos in the everyday culture of the renaissance and a volume of studies on sex and identity tentatively titled "Machiavelli in Love."

### **DONALD SPIVEY**

**PH.D., CALIFORNIA, DAVIS 1976; PROFESSOR**

Donald Spivey is Professor of History and a Cooper Fellow. He attended the University of Illinois at Urbana-Champaign where he received his B.A., "with distinction in history" (1971) and a M.A. in history (1972), and from there to the University of California at Davis where he earned his Ph.D. in history (1976). A specialist in the history of African Americans, labor, sport, music, and education, Professor Spivey has lectured throughout the country and been a frequent commentator on radio, television, and in the print medium. He is currently completing work on the first scholarly biography of Negro League great, Leroy "Satchel" Paige. His previous books include *Fire From the Soul: A History of the African-American Struggle* (2003), *The Politics of Miseducation: The Booker Washington Institute of Liberia, 1929-1984* (1986), *Sport in America: New Historical Perspective* (1985), *Union and the Black Musician: The Narrative of William Everett Samuels and Chicago Local 208* (1984), and *Schooling For the New Slavery: Black Industrial Education, 1868-1915* (2007; 1978). Spivey has contributed articles to such scholarly journals as *Social Science Quarterly*, *Journal of Negro History*, *Phylon*, *New Labor Review*, *History of Higher Education Annual*, *Chronicles of Oklahoma*, and *Journal of Sport History*. He has taught at the University of California at Davis; Wright State University in Dayton, Ohio; the University of Michigan at Ann Arbor; and for fourteen years as Professor of

History at the University of Connecticut, where he was the Founding Director of the Institute for African American Studies. He joined the Department of History at the University of Miami in 1993 as Chair of the Department and served in that capacity for five years. Actively involved in community and educational advancement, he served as Chair of the Prologue Society, a distinguished organization devoted to the promotion of history in the Miami area, sponsored by Northern Trust Bank, the Miami Today newspaper, and Books & Books, and he established and hosted the highly-acclaimed “Grooving in the Grove” Jazz Series, in partnership with the Coconut Grove Playhouse. Spivey is the recipient of numerous recognitions including appointments to the Connecticut Humanities Council, Board of Trustees of the Connecticut Historical Society, the Connecticut Academy of Arts and Sciences, Phi Beta Kappa, Phi Kappa Phi; a recipient of the Ronald McDonald House Award for Distinguished Community Service in Miami, and the Excellence in Teaching Award of the University of Miami.

**STEVE STEIN**

**PH.D., STANFORD, 1973; PROFESSOR**

Professor Stein’s areas are modern Latin American history, social history, and popular culture. His major work focuses on the evolution of the Lima popular sectors in the early twentieth century and the contemporary period. Dr. Stein’s publications include *Populism in Peru: The Emergence of the Masses and the Politics of Social Control* (1980), and *Lima Obrera 1900-1930* (1985 and 1987). More recently, he has written a book on contemporary Peru, *La crisis del estado patrimonial en el Perú* (1989), that analyzes the impact of the country’s recent economic crisis on social, political, and cultural changes.

**JAIME SUCHLICKI**

**PH.D., TEXAS CHRISTIAN 1967; PROFESSOR**

Professor Suchlicki was the founding Executive Director of the North-South Center, and until 1992, Director of the University's Research Institute for Cuban Studies. For the past decade he has also been the editor of the prestigious *Journal of Interamerican Studies and World Affairs*. He is currently the Latin American Editor for Transaction Publishers, and the author of *Cuba: From Columbus to Castro*, now in its fourth edition, and of *Mexico: From Montezuma to NAFTA* (1996). He is a highly regarded consultant to the private and public sector on Cuba and Latin American Affairs.

**HUGH THOMAS**

**PH.D., YALE 1988; PROFESSOR**

Professor Thomas specializes in the history of medieval Europe and of England. He published his first book, *Vassals, Crusaders, Heiresses, and Thugs: The Gentry of Angevin Yorkshire*, in 1993. His second book, *The English and the Normans*, was published by Oxford University Press in 2003. He is currently working on a history of the Norman Conquest for classroom use.

**ASHLI WHITE**

**PH.D., COLUMBIA 2003; ASSISTANT PROFESSOR**

Ashli White received a B.A. from the University of Virginia (1994), an M.A. from the Winterthur Program in Early American Culture (1997), and a Ph.D. from Columbia University (2003). She specializes in early U.S. history, with particular attention to connections between the new nation and the Atlantic world. Her current project, titled *Revolution and Refuge*, examines refugees who fled the French Caribbean colony of Saint-Domingue during the Haitian Revolution and arrived to the United States. She offers courses on the age of revolution, the early U.S. republic, comparative slavery, material culture, and the Atlantic world.

**VISITING ASSISTANT PROFESSOR**

**WILLIAM NELSON**

**PH.D., UNIVERSITY OF CALIFORNIA, LOS ANGELES; 2006**

William Nelson specializes in European history from the eighteenth century to the present day, with a special focus on the intellectual history and France in the eighteenth century. He is also interested in the relationship between France and its colonies, particularly those in the Atlantic world.

**HISTORY PART TIME LECTURERS**

**JEREMY GATES**

**D.A., UNIVERSITY OF MIAMI 1988; LECTURER**

Dr. Gates received his M.A. and D.A. degrees from the University of Miami. His M.A. work dealt primarily with Colonial American history. His doctoral treatise is titled *Westward Removal: Andrew Jackson and the Fate of the Eastern Cherokee*. Since graduation, he has taught courses in Western Civilization and United States history at the University of Miami and at Barry University.

**DEPARTMENT OF HISTORY**  
**FALL & SPRING 2009-2010 ADVISORS**  
**FIRST YEAR STUDENTS**

**FRESHMAN**

Dr. Hugh Thomas  
Dr. Dominique Reill

**SOPHOMORES**

Dr. Kate Ramsey  
Dr. Martin Nesvig

**JUNIORS**

Dr. Edmund Abaka  
Dr. Greg Bush

**SENIORS**

Dr. Michael Bernath  
Dr. Sybil Lipschultz

**TRANSFER CREDITS**

Dr. Donald Spivey

**UNDERGRADUATE STUDIES**

Dr. Hermann Beck, Director

**GRADUATE STUDIES**

Dr. Michael Miller, Director

## **THE BENEFITS OF A HISTORY MAJOR**

History not only tells us about the past, it contains the roots of the present and lays the foundation for the future. History is the starting point for understanding the people and events, laws and revolutions, successes and failures, and progress and setbacks that have shaped us as individuals and societies. History majors have an intellectual curiosity to explore these historical forces as a way to illuminate the past, explain what we are living through now, and prepare for what we will experience in the future.

A Bachelor of Arts in History prepares students for employment with public agencies, commercial enterprises, nonprofit organizations, and private firms. It also helps students develop the factual frame of reference and analytical skills necessary for advanced work in Law, Business, Journalism, Communications, Economics, Public Administration, and Policy Studies.

## **THE HISTORY MAJOR AT UM**

A History major consists of at least 30 credits in History, with a grade of C- or better in each course and a cumulative GPA of at least 2.0 in History courses. These credits may include History courses taken for general distribution requirements, and must include at least 18 credits at the 300-level or above, within which at least 6 credits must be at the 500-level. History majors will select courses in consultation with advisors designated by the department. Those History majors with a cumulative GPA of at least 3.6 in History courses may earn departmental honors by completing a 6-credit research project judged worthy of honors by a departmental committee.

A History minor consists of at least 15 credits in History with a grade of C- or better in each course, and with a cumulative GPA of at least 2.0 in History courses. These credits may include History courses taken for general distribution requirements, and must include at least 9 credits at the 300-level or above. History minors should select their courses in consultation with a departmental advisor.

## **PHI ALPHA THETA: THE NATIONAL HONOR SOCIETY**

History majors who excel in their work can apply for membership in the UM chapter of Phi Alpha Theta – the National Honor Society. Regular meetings are held under the sponsorship of the History Department. A History Club, for those who are not History majors but interested in the subject, meets in conjunction with Phi Alpha Theta. For more information, contact: Professor Edmund Abaka, Ashe Building, Room 613; 305-284-3702; email: [eabaka@miami.edu](mailto:eabaka@miami.edu)).

## **WHAT YOU CAN DO WITH A HISTORY DEGREE**

A History degree opens up a whole world of career, job, and educational opportunities. History provides the knowledge base, cultural sensitivity, communication abilities, and analytical skills so much in demand in our global marketplace. History majors are well prepared for careers in government, politics, law, archival and curatorial management, broadcast and print journalism, business, teaching, nonprofit organizations, and community education in museums, conservatories, and the park system. History is also an excellent stepping stone to professional schools in all fields – from law to journalism and from theology to medicine.

## **WHERE TO LEARN MORE ABOUT THE HISTORY PROGRAM**

The History Department invites you to become acquainted with the Undergraduate Office, located in Room 611 of the Ashe Administration Building. Here you can learn about graduation requirements, scholarship opportunities, overseas study, summer programs, transfer credits from other institutions, departmental and University honors, and much more. For more information, or an appointment, contact:

Professor JHermann Beck, Director  
603 Ashe, 305-284-5947, [hbeck@miami.edu](mailto:hbeck@miami.edu)

### **100-Level Courses**

These courses are designed primarily for beginning students to provide them with a general two-part introduction to the history of Asia, the United States, Latin America, and Western Civilization. These courses, as well as our survey of African History at the 200-level and our topical 200-level courses, are designed to introduce students to the study of History, including political, social, economic, and cultural developments, while providing extensive coverage of larger geographical units.

### **200-Level Courses**

These courses are more topical-oriented lecture courses that cover issues of particular interest and significance. They do not carry a prerequisite of three credits in History and are thus open to all students. Here, just as in the 100-level courses, students learn how to use evidence to shape historical arguments and to sharpen their critical thinking skills in both oral and written communication.

### **300-Level Courses**

These courses are more advanced and offer students a more focused exploration of a particular theme or period in history, providing the opportunity for class discussion and more intensive writing assignments. Students will be introduced to the central historical literature in a specific field, and will learn how historians have constructed historical interpretations in this field in the past. They also will be introduced to the methodologies of historical research and learn how to conduct original historical research. These courses are writing intensive and have a prerequisite of three credits in History.

### **400-level Courses**

These courses are directed readings in a specific field and require the permission of the instructor. Students in these courses participate in one-on-one discussion of readings with the professor. Students with a GPA of 3.6 or above in History courses are eligible for departmental honors. To qualify, these students must complete a research project of six credits judged worthy of honors by a departmental committee. Students seeking honors must register in a 500-level course.

### **500-level Courses**

These courses offer intensive examination of a particular field and deal extensively with historical interpretations and research methodologies in the field. Courses at this level are designed to sharpen students' skills in historical analysis and research. Students are required to write a major research or analytical paper. Prerequisites for these courses include six credits in History, at least three at the 300-level or above.

# HISTORY COURSE DESCRIPTIONS

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**HIS 102 O**      **HISTORY OF THE UNITED STATES, II**  
TR 9:30am-10:45am  
DR. GREGORY BUSH

This survey course will examine a number of themes from 1877 to the present with a special emphasis on critical thinking in relation to such themes as politics, propaganda, and issues related to poverty. We will explore American foreign policy, racial and ethnic divisions, cultural expression, and the evolving power of corporations. There will be extensive use of web materials. Students will also cooperate in creating powerpoint productions and web material. Different kinds of documents will be used including cartoons, photographs, and TV news in order to underscore the diverse tools of the historian. Finally, there will be emphasis on the Miami area as a focus of contemporary change. Texts will include work by Rebecca Edwards, Leon Fink, and William Chafe.

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**HIS 131 F**      **DEVELOPMENT OF WESTERN CIVILIZATION, I**  
MW 1:25pm-2:15pm  
DR. WILLIAM NELSON

THIS COURSE REQUIRES ONE DISCUSSION SECTION: HIS 131 3B, HIS 131 3F

This course analyzes the development of Western Civilization from the earliest human societies through the middle of the seventeenth century (circa 1650). Over the semester we will consider a variety of topics that include not only intellectual developments, politics, and institutions, but also the experiences of a wide range of "Western peoples." Each week will be devoted to a particular topic and treated in three different ways. On Mondays, lectures will focus on the broad historical background ("Background"). On Wednesdays, we will then examine one significant aspect of that topic or period in detail (the "Focus"). For instance, in dealing with the world of late antiquity, we will first consider the spread of Christianity, the birth of Islam, and the culture of the Byzantine empire. The next class period will then address issues of what it meant to live in multi-cultural and multi-religious societies. Discussions (held on Fridays) will build on the two lectures and be devoted to "Debates and Interpretations" generally based on a particular reading. In the case of late antiquity, for instance, we will delve deeply into the story of the female mathematician, astronomer, and Platonic philosopher, Hypatia of Alexandria (d. 415 C.E.) Assignments will include a midterm and final examination, as well as two short papers (4-5 pages each).

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**HIS 132 G**      **DEVELOPMENT OF WESTERN CIVILIZATION, II**  
MW 2:30pm-3:20pm  
DR. DOMINIQUE REILL

THIS COURSE REQUIRES ONE DISCUSSION SECTION: HIS 132 3B, HIS 132 3G, HIS 132 3H

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**HIS 162 S**      **HISTORY OF LATIN AMERICA, II**  
TR 3:30pm-4:45pm  
DR. STEVE STEIN

Designed for the non-specialist, this introductory course will analyze the historical roots of contemporary Latin America. The topical focus of the course is designed to highlight various historical processes which have had particular significance for the evolution of Latin America from the beginning of the Independence Period to the present. Areas of focus include: independence and its aftermath, neo-colonialism, the rise of populism, 20<sup>th</sup> century revolutions, military regimes and human rights and the growth of cities and marginal populations in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The general approach of the course will be thematic with examples drawn from the histories of various Latin American countries including Mexico, Argentina, Brazil, Peru, Colombia, Guatemala, Chile, and Cuba.

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**HIS 201 UY****HISTORY OF AFRICA, I**

R 6:25pm-9:05pm

DR. EDMUND ABAKA

This course is designed to give students a general understanding of the history of pre-colonial Africa (Africa before 1800). It will give prominence to the sources available for the study of African history, the historical geography of Africa, social and economic institutions. This is designed to facilitate students' understanding of the different marriage, family, and kinship systems in African countries. African political institutions will also be discussed through an analysis of state systems-Egypt, Kush, Meroe, Ghana, Mali, Songhai etc., and non-state systems. The course also examines African economic activities to show the connections between trade, state formation, and decline of states. Slavery, the slave trade, and its impact on the continent will be thoroughly explored to delineate the creation of the African Diaspora in Europe, the Caribbean and the Americas. The last segment of the course discusses African Religion, Islam, Christianity and European missionary activity in Africa.

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**HIS 210 KY****AFRICAN AMERICAN HISTORY SINCE 1877**

W 6:25pm-9:05pm

DR. DONALD SPIVEY

History 210 (Wri) is an exploration of those factors that have shaped and been shaped by people of African descent in the United States from the end of Reconstruction to the present. Some of the issues we will examine are: the impact of industrial and technological development on black Americans, the African-American educational experience, leadership in the black community, the evolution and impact of ideologies from integration to Black Nationalism, the African-American urban experience, the cultural life of the community in the era of the Harlem Renaissance, and the modern Civil Rights Movement and its aftermath.

The student's grade for the course shall be based on a midterm examination (33 1/3%), a twelve-page interpretive essay on a topic of the student's choice within the field and course chronology (33 1/3%), and a comprehensive final examination (33 1/3%). Contribution to discuss will count for extra credit. A community-service project, and a ten-page summary of it, may be done in lieu of the term paper.

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**HIS 220 D****EUROPEAN SEXUALITY**

MW 11:15am-12:05pm

DR. WILLIAM NELSON

THIS COURSE REQUIRES ONE DISCUSSION SECTION: HIS 220 3D, HIS 220 EH

This course considers the history of European Sexualities from the ancient world through the end of the twentieth century. We will survey the social and cultural history of sexuality by looking at a variety of historical documents, scholarly interpretations, and literary treatments. The course weaves together changing sexual ideologies, practices, and attitudes toward those practices and will explore the interrelationships among them. We will emphasize, among other topics, family forms, religion, medical theories, legal structures, and shifting notions of deviance. This course is based on the presumption that sexualities are multiple and created by human beings in various social settings. The "nature" and meaning of sex alters within these several and different historical, social, and cultural environments.

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**HIS 316 Q****MODERN CHINA****"From Empire to Nation: A History of Modern China"**

TR 12:30pm-1:45pm

DR. STEPHEN HALSEY

This survey course examines the evolution of Chinese political, economic, and social institutions from the late imperial period to the early twenty-first century. We will develop a grand narrative that traces China's transformation from a multi-ethnic empire prior to 1911 to a modern nation-state during the Republican and communist eras. In addition to emphasizing the changing character of the Chinese state, lectures, course readings, and discussion sessions will underscore two additional thematic elements: the importance of foreign contact in shaping the contours of modern Chinese history; and the Chinese preoccupation with economic, technological, and military development during the past century and a half. In the first part of the course, we will describe the foundation, expansion, and gradual decline of China's last imperial dynasty, focusing in particular on patterns of statecraft and the effects of the demographic revolution. We will then examine the rise of Chinese nationalism, the emergence of warlord politics, and the subsequent creation of the Nationalist regime

during the Republican era (1911-1949). In the final section of the class, we will discuss the development of politics and society after the communist revolution of 1949, addressing policies of the Maoist period such as the Cultural Revolution and the economic reforms implemented since 1978.

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**HIS 317 P**                    **HISTORY OF THE CARIBBEAN, I**  
TR 11:00am-12:15pm  
DR. KATE RAMSEY

This course will introduce students to major topics, debates, and themes in Caribbean history from the fifteenth to the early nineteenth centuries. Areas of focus will include the dynamics of fifteenth-century Amerindian societies; the Columbian “encounter” and Spanish conquest of the Caribbean; piracy in the Spanish Caribbean by the British, French, and Dutch; the establishment by those powers of permanent colonial settlements in the region and the institution of the plantation complex based on the production of sugarcane through the labor of enslaved Africans. We will closely examine histories of slave resistance and rebellion, focusing in particular on the slave revolt in the French colony of Saint-Domingue that in 1804 culminated in the founding of Haiti, the second independent republic in the Western hemisphere after the United States. We will explore the shifting ways in which the Caribbean can be defined as a region over the course of this history, and examine the centrality of the Caribbean to larger world histories of colonialism, capitalism, slavery and emancipation, migration, religious transformation, republicanism, and nation-state formation, in short to the making of the modern world.

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**HIS 328 P**                    **REFORMATION EUROPE**  
TR 11:00am-12:15pm  
DR. KARL GUNTHER

This course will examine the religious revolutions that rocked Europe during the sixteenth century. We will examine the causes and development of the Protestant and Catholic Reformations, as well as the consequences of those movements for European politics, culture, and society. Throughout the course, we will pay special attention to the impact of the Reformations on individuals and everyday life. Readings will contain a mixture of works by modern historians (biographies, microhistories, etc.) as well as contemporary sources that help us to understand the thoughts and experiences of people living through a tumultuous period in European history.

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**HIS 335 Q**                    **FRENCH REVOLUTION AND NAPOLEON**  
TR 12:30pm-1:45pm  
DR. WILLIAM NELSON

In this course we will explore the causes and the consequences of France’s Great Revolution of the 18<sup>th</sup> century. Special attention will be given to mass movements in the towns and in the countryside. The theme of popular empowerment will be central to the historical interpretation offered in this course. Students will have an opportunity to read memoirs of participants in the revolution and in the Empire.

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**HIS 349 S**                    **EUROPEAN DIPLOMATIC HISTORY FROM  
BISMARCK TO THE COLD WAR**  
TR 3:30pm-4:45pm  
DR. HERMANN BECK

This is a survey of European diplomacy in the crucial one hundred years between the revolutions of 1848 and the first phase of the Cold War, which ended with the building of the Berlin wall and the Cuban missile crisis. We begin with an examination of the international repercussions of the failed 1848 revolutions, the Crimean War, and Bismarck’s push to unify Germany, which resulted in Prussia’s wars against Austria and France. German unification in 1871 fundamentally changed the European system and Bismarck subsequently tried to safeguard his creation through an intricate system of alliances (1871-1890) that barely survived his own downfall in March of 1890. Consequently, we turn next to the dissolution of Bismarck’s system, the creation of the Triple Entente, and Germany’s increasing diplomatic isolation in the two decades prior to the outbreak of World War I. Other major topics include: the Great War and its consequences, the Versailles Treaty, the Russian Revolution and the diplomacy of the 1920s, the Europe of the Dictators, the origins of the Second World War, great power relations after 1 September 1939, the formation of the Grand Alliance and, finally, the roots and the early history of the Cold War.

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**HIS 352 S**                    **THE INQUISITION**

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TR 3:30pm-4:45pm  
DR. MARTIN NESVIG

This class examines the intellectual, legal and cultural history of the Inquisition from the thirteenth to the nineteenth centuries. Virtually everyone is familiar with some image of the Inquisition: heretics roasted alive, witches hunted down, people tortured on the rack, friars burning books. But few know the actual story apart from propaganda and stereotypical images. This course aims to provide a framework for understanding how the Inquisition developed out of medieval Europe, was transformed into a formal court of law in modern Iberia, and was expanded to colonial Latin America. It traces the intellectual and legal origins of the Inquisition and then offers thematic discussions of issues like Catholic thought and theology, the development of inquisitional jurisprudence, anti-Semitism, witchcraft, censorship, torture, and sexual deviance. While there will be some attention to the ways that the Inquisition has been portrayed in popular culture, the primary focus and goal of this course is to examine the hidden history of the Inquisition and understand how it operated and impacted peoples in both Europe and Latin America. The focus of the class will be on the social control of ideas and behavior and popular responses to such efforts.

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**HIS 364 C**                      **CIVIL WAR AND RECONSTRUCTION**

MW 10:10am-11:00am  
DR. MICHAEL BERNATH

THIS COURSE REQUIRES ONE DISCUSSION SECTION: HIS 364 3C, HIS 364 3E

This course explores the most cataclysmic event in American history. We will examine the Civil War as a revolutionary experience, an event that touched nearly every aspect of American life, and indeed, redefined the very meaning of the United States itself. This course will not be confined to battles and generals. While the military struggle will not be neglected, the primary focus will be on the political, social, economic, and cultural aspects of the conflict.

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**HIS 374 R**                      **HISTORY OF AMERICAN WOMEN**

TR 2:00pm-3:15pm  
DR. SYBIL LIPSCHULTZ

This course covers the main themes in American Women's History from the Revolution to the present. The topics we consider will serve students with a general interest in this subject, as well as prepare students who seek a foundation for future classes in the field.

Major questions raised by the course will revolve around the historical context of the following issues: domesticity versus public life; wage earning women; slavery and freedom; women in reform movements; women at war; childbirth and motherhood; the race and class of gender; gender stereotypes in the mass media; women and public policy.

Readings will focus on both background materials by professional historians, and primary sources depicting the words, perspectives and ideas of the women who lived in various historical times.

There will be two short papers during the semester and one longer paper due at the end of the term.

Main Text: THROUGH WOMEN'S EYES: An American History with Documents

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**HIS 378 O**                      **EARLY AMERICAN RELIGIOUS HISTORY (1607-1800)**

TR 9:30am-10:45am  
DR. RICHARD GODBEER

This course will examine religious beliefs and practices during the seventeenth and eighteenth centuries in the British colonies that became the United States. It will address the ways in which the specific circumstances of settlement effected religious culture; the coexistence in Early America of diverse religious traditions; and the changes brought about in spiritual life during the eighteenth century as a result of the Enlightenment, the Great Awakening, and the American Revolution.

**HIS 389 R****NINETEENTH-CENTURY EUROPE:  
BARRICADES, BORDERS, & THE BOURGEOISIE**

TR 2:00pm-3:15pm

DR. DOMINIQUE REILL

Why study “the long nineteenth century” (from 1789 to 1914)? The short answer is that this is the period in which the shape of the modern world became clear for the first time. Liberty, equality, fraternity—the great slogan of French Revolution announced an agenda based on democracy, human rights, equality before the law, the career open to talents, and the sovereignty of the people. But the actual outcome of the Revolution was less encouraging: inflation, terror, dictatorship, imperialism, and twenty years of European wars. Meanwhile, the industrial revolution in Britain suggested the possibility of exponential economic growth. But here, too, the actual result, at least in the short term, was alarming: a miserable urban proletariat and poverty in the midst of wealth. Our course traces the uneven interaction between these two revolutions—the democratic and the industrial—across a century of rapid social change. Major stops on our itinerary include the revolutions of 1848; the failures of liberalism in Italy, Germany, Austria, and Russia; the advent of modernism in the arts; the scramble for empire and the impact of imperialism; and the origins of the First World War.

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**HIS 400 & HIS 500 DIRECTED READINGS****All 400 and 500 level directed readings require permission of instructor before signing up for course.****HIS 511 SY****STUDIES IN ASIAN HISTORY****Colonialism in the Modern World**

R 4:30pm-7:00pm AA621

DR. STEPHEN HALSEY

This research seminar examines the origins, development, and liquidation of European imperialism from 1500 to 1950 through a historical and literary lens. Geographic emphasis rests primarily on South Asia, Africa, and the Caribbean, although we draw comparisons with regions such as Southeast Asia and Latin America when appropriate. We will develop a grand narrative that identifies an intimate linkage between global capital and European overseas expansion in the early modern period but that rejects economic causation as central to the formation and administration of formal political empires after 1800. Instead, we will argue that the primary significance of “modern” or territorial imperialism lay in the realm of culture, discourse, and identity formation. The first section of the course evaluates the growth of plantations and “factories” from the sixteenth through the mid eighteenth centuries and the important changes in patterns of consumption and production, long-term credit, and finance that they inspired in European society. We then explore the transformation of these entities into territorial colonies in the late eighteenth and nineteenth centuries and appraise efforts at cultural, moral, and linguistic restructuring undertaken by the European powers. During the final part of the class, we trace the dissolution of colonial empires in the mid twentieth century and analyze the meaning of post-colonial consciousness in the modern world.

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**HIS 538 FX****EARLY MODERN EUROPEAN HISTORY****Tolerance and Intolerance in Europe, 1400-1800**

M 2:30pm-5:00pm AA621

DR. KARL GUNTHER

This course will examine tolerance and intolerance in early modern Europe, focusing especially on religion, race, and ethnicity. With the religious divisions produced by the Reformation and the discovery of the civilizations of the New World, Europeans came face to face with people whose appearance, beliefs, and/or behavior were very different from their own. Their responses to these differences ranged from violent persecution to peaceful coexistence. We will study these responses, looking at contemporary ideas about tolerance and intolerance, as well as the day-to-day practice of tolerance and intolerance in the early modern period. Class meetings will involve both lecture and discussion.

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**HIS 544 DY****STUDIES IN MODERN EUROPEAN HISTORY****Germany from Bismarck to Hitler: Literature, Politics, and Society**

W 12:00pm-2:30pm

DR. HERMANN BECK

In this course on the German Empire (1871-1918) and the Weimar Republic (1919-1933), we will try to comprehend German society and politics through the lens of German novels. Together we will read and analyze a number of seminal works of literature that will serve as a key to the understanding of the mindset of the Imperial German and Weimar elites (in particular the upper bourgeoisie), their conception of honor, marriage, social hierarchies, and business practices, and their attitude toward German Jews and the social and political cosmos in general. The novels, all of which are published in highly readable English translation, include Thomas Mann's portrait of a patrician family in nineteenth-century Luebeck, *The Buddenbrooks*; Theodor Fontane's scintillating depiction of upper class Prussian rural life with its neat hierarchies and rigid codes of honor in *Effi Briest*; Heinrich Mann's critical examination of Imperial German society in *The Man of Straw*; Erich Maria Remarque's masterful rendition of the hell of trench warfare in *All Quiet on the Western Front*; and Lion Feuchtwanger's portrait of an upper-class, assimilated Jewish family at the end of the Weimar Republic and the beginning of the Nazi dictatorship, whose fate anticipated that of many others, in *The Oppermanns*.

**HIS 544 D2****STUDIES IN MODERN EUROPEAN HISTORY****Occupiers and Occupied: The French Empire and Vichy**

W 12:00pm-2:30pm AA621

DR. MICHAEL MILLER

In this class we will look at two French experiences in modern times, that of occupiers or imperial masters over the world's second largest empire, and that of occupied, following defeat by Germany in 1940. Both experiences raise important questions that historians continue to debate. What did it mean, for instance, to be a republic at home and an imperial master abroad? In what ways did French domestic or home history and French imperial history intertwine and shape each other? How, therefore, did the French empire (including the phase of withdrawal from empire) shape French identity in modern times? Moreover, having been a dominant world power for so long, how did France, and the French, respond to defeat and occupation by another power? To what extent was there collaboration with the Nazis? What made this period, known as Vichy France, such a raw nerve in French historical memory? And, how was Vichy experienced in the empire?

We will discuss these and other questions in weekly seminar meetings based on weekly reading assignments and probably some films.

**HIS 561 BY****STUDIES IN UNITED STATES HISTORY****Florida Community Studies: Focus on Oral History**

W 9:00am-11:30am AA621

DR. GREGORY BUSH

This course will briefly examine the history of Florida and then focus on several prevalent themes in modern Florida with a special emphasis on the Miami area. These themes will include (1) the business of promotion and tourism, (2) human interaction with the natural environment through the power of development, growth management and sprawl, (3) the changing shape of political culture, and (4) neighborhoods and class/ethnic difference. Using oral history, we will delve into the biographies of selected individuals as they interacted with these themes and help develop an existing website ([www.floridacommunitystudies.org](http://www.floridacommunitystudies.org)).

We will broaden classroom into the community on several occasions with short trips outside of class time, group work on common community oriented projects, and extensive use of library materials. Special attention will be placed on doing video oral history interviews in class, combining them with other research materials, and editing them into short and provocative documentary productions. No training is required in video editing. Three 5-7 page papers will be required as well as two powerpoints. Readings will include work by Michael Gannon, Gary Mormino, Raymond Arsenault, Raymond Mohl and others.

**HIS 561 JY****STUDIES IN UNITED STATES HISTORY**

## **Women's Political Culture**

W 5:00pm-7:30pm AA621

DR. SYBIL LIPSCHULTZ

Women's Political Culture involves the history of an informal, sometimes hidden, but very powerful style of social activism that defined women's political involvement from the colonial period through the Twentieth Century. This course will examine women's political culture through several centuries, in a variety of political circumstances, including the eventual alternative movement, which put women's politics in clear public view. We will discuss the contributions of a variety of political styles, evaluating the effectiveness and significance of each. We will also put a great deal of emphasis on differences between in political style, especially those separated by social class, race and "marital status." Having teased apart the various strands of women's political cultures, students will ponder how to reweave them to create a cohesive and powerful political style for this century. Through discussion of weekly readings that build toward understanding the content of the field, the arguments within the literature and some documents historians have relied upon. This seminar-style class is open to history majors, American studies minors/majors, Women's studies minors/majors, graduate students, and others who obtain the permission of the instructor.

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## **HIS 564 DX**

### **AMERICAN INTELLECTUAL CULTURAL HISTORY**

#### **The "Isms" of Antebellum America: Religion, Romanticism**

M 12:00pm-2:30pm AA621

DR. MICHAEL BERNATH

In this seminar we will explore the multitude of reform movements that arose between 1815 and 1860. We will examine the rise of abolitionism, temperance, women's rights, education reform, utopianism, perfectionism, spiritualism, communalism, and other movements for internal and external reform that proliferated during this period. We will look at the religious and philosophical underpinnings of these movements in order to better understand what drove this impulse for change, what these reformers hoped to accomplish, and why this moment of unbridled optimism began and ended when it did.

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## **HIS 569 UX**

### **STUDIES IN AFRICAN-AMERICAN HISTORY**

#### **The Civil Rights Movement**

T 6:25pm-9:05pm AA621

DR. DONALD SPIVEY

The modern Civil Rights Movement was one of the most profound occurrences in the history of the United States of America. In many respects the movement reshaped the nation, from politics and the economy to social relations and cultural values.

This seminar shall explore the history of the movement in considerable depth beginning with the legacy of Jim Crow, through the heightening African-American consciousness of the 1930 and 1940s and expectations after World War II, the organizational initiatives of the 1950s and 1960s, the tumultuous confrontations of the period, the leadership personalities and differing ideologies, the civil rights legislation and federal programs enacted, and the opposition to the movement and its gains. An extensive list of required readings constitutes the core of our seminar meetings and discussions. Sessions will be supplemented with video documentaries, slides, documents, news clippings, recorded speeches and music from the instructor's vast collection.

Grading will be based on two oral presentations (15% each; 30%), contribution to discussion (20%), and a fifteen-page research paper (50%). A community-based project, such as volunteer work with the Black Archives or the Miami Workers Center, may be done in lieu of the research paper. The professor has to approve the project in advance. A written summary must be submitted on completion of the project.

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**HIS 591 DY****STUDIES IN COMPARATIVE HISTORY****Afro-Caribbean Religion and the Law**

W 11:30am-2:00pm

DR. KATE RAMSEY

This course focuses on two closely interconnected areas of Caribbean social life and history that have often been studied independently of one another, Afro-Caribbean religion and juridical law. We will pay particular attention to how colonial ideologies about African-based spirituality were written into law, and consider what the social legacies of these inscriptions have been. We will also consider how laws against popular religious and healing practices connect to broader histories of the disciplining of popular cultures across the Caribbean, Latin America, and the southern United States. At the same time, we will study how Afro-Caribbean religious beliefs and moral codes have themselves shaped the nature and enforcement of juridical laws, and examine cases in which spiritual practices became a key locus and instrument of popular political struggle. Finally, beyond examining how disenfranchised Caribbean communities have used religion to intervene in legal systems, we will also consider the ways in which certain spiritual “complexes” might be understood to embody alternative forms of law and justice themselves. We will focus on case studies from across the Caribbean, as well as from Brazil and the United States, and our texts will include historical studies, legal documents, ethnographies, film, and a novel.

**HIS 591 QX****STUDIES IN COMPARATIVE HISTORY****History of Anarchist Thought**

T 12:30pm-3:00pm AA621

DR. MARTIN NESVIG

This class is a seminar on the history of anarchist thought of the nineteenth and twentieth centuries and is engaged primarily with English, French, Russian and North American thinkers. The course is primarily an examination of political philosophy. The goal of the course is to offer a broad survey of the founders of modern anarchist philosophy and the ways that anarchist thought developed over a two century period. This will be an intensive reading seminar along with weekly discussions dedicated either to particular thinkers or trends in anarchist thought. Among the authors we may read: William Godwin, Max Stirner, Pierre-Joseph Proudhon, Michael Bakunin, Peter Kropotkin, Henry David Thoreau, Josiah Warren, Benjamin Tucker, Emma Goldman, Alexander Berkman, Ricardo Flores Magón, V. I. Lenin, Guy Debord, George Orwell, Daniel Guérin, Murray Bookchin, Robert Anton Wilson, Tom Wolfe, Noam Chomsky. Themes may include: the emergence of libertarianism, the emergence of socialism, the International, civil disobedience, communalism, the Mexican and Russian Revolutions, the Spanish Civil War, surrealism, dada, punk rock, Situationist International, psychedelia, Jonestown, science fiction, the Grateful Dead, Burning Man.

**HIS 600****DIRECTED READINGS****ALL 600 LEVEL DIRECTED READINGS REQUIRE PERMISSION FROM INSTRUCTOR.****HIS 643 RY****FIELD PREP: COLONIAL AND REVOLUTIONARY AMERICA**

R 2:00pm-4:30pm AA621

DR. RICHARD GODBEER

This course introduces graduate students to some of the central historical and historiographical debates in the field of early American history. We will be addressing a broad range of issues, including inter-racial dynamics, gender relations, religious culture, the assumptions and goals underlying economic behavior, and political history.

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**HIS 693 GY****SEMINAR IN COMPARATIVE HISTORY****“Boundaries, Borders and Lines in the Sand”**

W 2:30pm-5:00pm AA621

DR. GUIDO RUGGIERO

(note that this seminar runs for two semesters Spring and Fall 2010)

This is the new interdisciplinary departmental research seminar. Its primary goal is to provide a classic graduate seminar experience that incorporates both critical exploration of cutting edge methodology and theory and genuine research in archives and libraries to produce a publishable article and/or a chapter of a dissertation.

To make this possible the seminar covers two semesters beginning in the Spring and running through the Fall Semester of 2010. The two semester format permits the seminar to follow a traditional proseminar approach in the Spring where extensive reading and discussion allow students to critically review the theory and issues involved in the complex historical phenomena of setting, crossing, contesting and imagining boundaries, borders and lines in the sand be they geographical, political, social, sexual, moral, racial, cultural or “merely” perceptual while independently identifying and developing a research proposal on an aspect of the topic and a bibliography. Across the summer seminar participants will conduct their research and it is expected that many if not all will travel to the appropriate archives and libraries to do so, hopefully with support from their departments or programs. History students will submit their research proposals to the Graduate Committee of the department in order to compete for summer funding. The Fall Semester will be dedicated to writing and revising a publishable research based article and/or a chapter of a dissertation – a heavy emphasis will be placed on successful writing skills and on the process of revision for publication. Ideally this experience will produce not only a publishable article, but also give seminar participants an opportunity to explore a dissertation topic and gain the experience to write competitive grant proposals to support their dissertation research and writing.

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**HIS 710 01****MASTER’S THESIS**

The student working on his/her master’s thesis enrolls for credit, in most departments not to exceed six, as determined by his/her advisor. Credit is not awarded until the thesis has been accepted.

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**HIS 720 01****RESEARCH IN RESIDENCE**

Used to establish research in residence for the thesis for the master’s degree after the student has enrolled for the permissible cumulative total in HIS 710 (usually six credits). Credit not granted. May be regarded as full time residence.

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**HIS 725 01****CONTINUOUS REGISTRATION-MASTER’S STUDY**

To establish residence for non-thesis master’s students who are preparing for major examinations. Credit not granted. Regarded as full time residence.

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**HIS 730 01****DOCTORAL DISSERTATION**

Required of all candidates for the Ph.D. The student will enroll for credit as determined by his/her advisor, but for not less than a total of 12 hours. Up to 12 hours may be taken in a regular semester, but not more than six in a summer session.

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**HIS 740 01****RESEARCH PROJECT**

Required of all candidates for the Doctor of Arts degree. Student enrolls for credit as determined by advisor. Credit is not awarded until the doctoral project has been accepted. Total enrollment may not exceed six credits.

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**HIS 750 01****RESEARCH IN RESIDENCE**

Use to establish research in residence for the Ph.D. after the student has been enrolled for the permissible cumulative total in appropriate doctoral research. Credit not granted. May be regarded as full-time residence as determined by the Dean of the Graduate School.

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