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[HIS 463/563 (Mammina) 2](#_Toc2060432157)

[HIS 478/578 (Tuuri) 3](#_Toc918113694)

[HIS 710 (Luckhardt) 4](#_Toc16435091)

[HIS 711 (Stur) 5](#_Toc596282319)

[HIS 725 (Zelner) 6](#_Toc1751893897)

[HIS 745 (Casey) 7](#_Toc2044839393)

[HIS 772 (Haley) 8](#_Toc1930315636)

[HIS 785 (Greene) 9](#_Toc677468089)

[HIS 796 (Zelner) 10](#_Toc660253256)

## HIS 422/522 (Stephens)

**History of Medicine**

**T/TH 1:00 – 2:15 PM**

**Dr. Deanne Stephens**

**\*\*GULF PARK CAMPUS\*\***

## HIS 463/563 (Mammina)

**The Civil War, 1848-1877**

**M/W 1:00 – 215 PM**

**Dr. Laura Mammina**

This course examines the origins, prosecution, aftermath, and memory of the United States Civil War. While the course will primarily consider why the war came, why the war was fought, and how it ended, it will place just as much emphasis on the home front and conflicts that occurred away from battlefields. We will consider major conflicts, battles, and events while always keeping in mind how the war affected the lives of ordinary people. Political, economic, military, social, cultural, and religious developments will all play a role in the story, and we will pay special attention to the role that race, class, and gender played before, during, and after the conflict. Finally, the course will investigate the contested meanings of the Civil War and how it was remembered by white Northerners, white Southerners, and African Americans.

## HIS 478/578 (Tuuri)

**Topics in African-American History**

**T/TH 9:30 – 10:45 AM**

**Dr. Rebecca Tuuri**

This course will explore the history of the Civil Rights Movement from the end of World War II through the end of the Black Power Movement. This class will not only cover the broad national history of the civil rights movement in America but will zoom into Mississippi, which was ground zero for the Civil Rights Movement. We will delve into the history of the Movement to meet the leaders and participants and vibrant spaces of the struggle. As part of this class, we will be taking a civil rights tour of Hattiesburg and have guest speakers come to our class. Finally, we will also utilize primary and secondary sources to learn about the Movement and consider not only how history has been written in secondary sources, but also how it has been publicly remembered. The graduate component of this class (HIS 578) will include additional readings, discussions, and assignments related to the historiography of the Civil Rights Movement.

## HIS 710 (Luckhardt)

**Philosophy and Methods of History**

**Tuesdays 2:30 – 5:30 PM**

**Dr. Courtney Luckhardt**

This seminar is designed to introduce graduate students to the philosophical and practical foundations of historical methods. Our coverage is not comprehensive, but we will familiarize ourselves with some of the innovative and diverse approaches that have shaped historical work over the past several decades. As we read these works, we will consider how and why historians investigate, interpret, and write about the past, as well as contest one another’s findings. Together we will expose some of the underlying, unspoken assumptions and preoccupations that we bring with us and which persist in the discipline. Students are required to complete several written and oral assignments to hone their critical thinking, writing, and presentation skills.

## HIS 711 (Stur)

**Seminar in American History**

**Wednesdays 6:00 – 9:00 PM**

**Dr. Heather Stur**

## HIS 725 (Zelner)

**American Historiography I**

**Wednesdays 6:00 – 9:00 PM**

**Dr. Kyle Zelner**

Historiographic study, or the study of the study of history, is an incredibly important part of being a historian. Historians do not begin a single project without first learning what came before—what other historians have said on the topic, how they said it, and what the state of the field is at the moment. As beginning professional historians, students will be expected to talk about the historical debates surrounding their topics and how their work intersects with those debates. Students will be expected in their classes, and especially during their comprehensive exams, not only to know what happened in the past and why, but who argued what and the methods they used to come up with those arguments. This course will start you down the historiographical road. We will examine some of the main debates in early American history as a way to “jump start” each student’s historiographical knowledge. Once students have successfully completed this course, they will know some of the important highlights of the field—but also come to the realization that they have just started what will likely be a lifelong task.

Students in the class will read deeply and widely on each debate and will come to class prepared to debate the topic at hand. NOTE: Students should come to the first class before purchasing any books for the various weeks, as we will choose individual books for the course during the first class meeting.

**Assignments**:

Students will write numerous book reviews, write a short historiographical paper, lead a few and participate in all class discussions, and write a comprehensive exam-type answer for their final exam.

Some of the topics we will explore:

-Native Americans, Contact, and Ethnohistory

-The Puritans of Colonial New England

- Slavery in the Colonial Chesapeake

-Coming of the Revolution

-Women in the Early Republic

-The Market Revolution

-Antebellum Slavery

-The Civil War: Who Fought and Why?

## HIS 745 (Casey)

**Latin American History**

**Wednesdays 6:00 – 9:00 PM**

**Dr. Matthew Casey**

## HIS 772 (Haley)

**U.S. History Since 1877**

**Thursdays 6:00 – 9:00 PM**

**Dr. Andrew Haley**

“History, Memory, and the Making of America since 1877” is a graduate reading and discussion seminar that examines how Americans remember and commemorate their past. The course examines popular discourse about national identity as well as debates over how museums and monuments represent history. It will be of interest to graduate students studying American history or public history.

The course begins with a brief survey of the major methodological and practical challenges that have bedeviled “History and Memory” studies. We will then examine case studies that delve into mythmaking and American nationhood, the politics of memory, place, race, and how we memorialize war and the victims of conflict. Beyond the assigned readings and class participation, students will be required to submit four essays that raise questions about the week's readings and a final project that explores and critiques a public memorial. The class will include visits by museum and preservation professionals and, if circumstances permit, a field trip. Texts will include (this is a tentative and partial list):

**Mystic Cords of Memory**
Michael Kammen
Vintage, 1993 (Reprint)
9780679741770

**Monument Wars**
Kirk Savage
UC Press, 2011
9780520271333

**Surviving Wounded Knee: The Lakotas and the Politics of Memory**

David Grua

Oxford 2019

9780190055578

**Sense of History: The Place of the Past in American Life**

David Glassberg

University of Massachusetts 2001

9781558492813

**Domesticating History**
Patricia West
Smithsonian, 1999
9781560988366

**Confederate Exceptionalism: Civil War Myth and Memory in the Twenty-First Century**

Nicole Maurantonio

University Press of Kansas 2019
9780700628698

**Nothing Ever Dies**

Viet Thanh Nguyen

Harvard 2017

978-0674979840

**What Can and Can’t Be Said**
Dell Upton
Yale, 2015
9780300211757

**The Holocaust in American Life**
Peter Novick
Mariner Books, 2000
9780618082322

**The Wages of History**
Amy M. Tyson
U Mass, 2013
9781625340245

**Tourists of History**

Marita Sturken

Duke, 2007

9780822341222

**In Praise of Forgetting: Historical Memory and Its Ironies**

David Rieff

Yale 2016

9780300227109

## HIS 785 (Greene)

**Oral History Seminar**

**Mondays 6:00 – 9:00 PM**

**Dr. Kevin Greene**

This course is about the theory and practice of oral history. You will learn basic methodological techniques and study the special characteristics and possible uses of oral history interviews. We will address how to critically evaluate oral evidence and integrate it with other forms of historical evidence. We will explore the ways oral history sources have provided new perspectives on old historical debates and how they can bring neglected subjects to the light of historical investigation. Lectures, readings, and discussions will emphasize the theory of and practical issues influencing oral history as well as the legal and ethical issues involved in this methodology. We will examine a variety of historical works based on oral sources to explore the ways they can be put to use in, for example, scholarly monographs, documentaries, radio shows, exhibits, and other forms of public presentation. Each student will conduct fieldwork entailing the entire process of oral history, including conceptualization, research, interviewing, transcribing, editing, evaluating the historical significance of the work, and writing/designing a presentation of that work.

## HIS 796 (Zelner)

**Practicum in the Teaching of History in Colleges and Universities**

**Thursdays 2:30 – 5:30 PM**

**Dr. Kyle Zelner**

Required for all first-time teaching and graduate assistants and optional for others, this class is designed to encourage graduate students to think about the major issues of teaching at the college level, both as teaching assistants and as independent instructors. Different faculty members will visit to lead discussions on a different topic each class period. The course covers basic issues of teaching and learning strategies, classroom philosophy and management, technology in the classroom, testing and other assignments, issues of diversity, effective classroom presentation, and how to construct one’s own course.

**Assignments**:

Students will engage in weekly discussions, write several short reaction papers, and design and execute a sample lecture for an introductory History class.