

## Graduate Courses 2024-25

### Year-Long Colloquia

#### **HIST/JAPAN 287J – Colloquium in Reinventing “Japan” (Frühstück)**

This year long interdisciplinary colloquium brings together graduate students who study Japanese history and culture. It introduces current scholarship on Japan via readings, discussions and presentations by visiting scholars, UCSB scholars and graduate students. The colloquium meets bi- weekly. Students will prepare readings for discussion, write a seminar-length paper and present their paper to the colloquium once during the year (1.0-2.0 units).

#### **HIST 294 – Colloquium on History and Political Economy (K. Moore)**

This year-long colloquium brings together undergraduate students, graduate students, as well as scholars at UCSB and beyond to explore the history of labor, capitalism, commodities, trade, colonialism, imperialism, poverty, race, gender, class, law, and politics. It meets three to four times a quarter and includes guest lectures, workshops, and reading groups (1.0-2.0 units).

#### **HIST 295GS – Colloquium in Gender and Sexualities (TBD)**

This year-long interdisciplinary colloquium brings together graduate students and UCSB scholars who study the histories of women, gender, or sexuality across time and space. It introduces students to current literature and contemporary debates through readings, discussion, and public presentations by visiting scholars, UCSB scholars, and graduate students. Participants will meet three to four times a quarter. Preparation might include coordinating readings for discussion, writing a chapter/article for peer review, or presenting original research to colloquium members (1.0-2.0 units).

#### **HIST 295PH – Colloquium in Public History (Jacobson)**

This year-long professional Public History Colloquium convenes three or four times each quarter. We invite nationally prominent public historians to discuss their public history practices, methodologies, and projects. We periodically hold workshops to learn from our own faculty and graduate students who have developed expertise in museum pedagogy, podcasting, policy and environmental consulting work, and public-facing writing. Relevant reading and writing assigned. The colloquium may be taken for a single credit unit each quarter (1.0-2.0 units).

## Fall 2024 Seminars

### **HIST 200E – Historical Literature: Europe (Covo)**

Email instructor for description.

### **HIST 201C – Advanced Historical Literature: Comparative (Chikowero)**

Email instructor for description.

### **HIST 201E – Advanced Historical Literature: Europe (Digeser)**

The theme for 201E will be “Decolonizing Roman Imperialism.” This course will primarily focus on how Roman imperialism has been studied and portrayed in contemporary historiography, especially regarding:

- The relationship between the perspectives and experiences of peoples and communities affected by Roman expansion;
- The way in which the concept of “Romanization” might be challenged;
- The construction, maintenance, and resistance to Roman imperial power, especially with an eye to the people whom the Romans dominated;
- How ideas about Roman imperialism became situated within later patterns of empire-building, including its relationship to modern ideas of colonialism, imperialism, and cultural domination.

### **HIST 203B – Seminar in Comparative History (Chattopadhyaya)**

Email instructor for description.

### **HIST 209A – The Academic Profession of History (O’Connor)**

History 209A is designed to introduce graduate students to the (ever-changing) realities of history as a profession, and to the skills and materials required to navigate the challenges of graduate school, prepare for academic and extra-academic careers, and otherwise to make their way in the world as people committed to advancing historical knowledge in their own fields and more broadly. In weekly meetings we will discuss the state of academic labor, graduate education, the evolving job market, the situation for adjuncts and lecturers, diversity and equity, different kinds of teaching jobs, peer review and getting published, careers outside academia, work/life balance, the current state of the historical/humanistic professions, and the purposes and functions of the university (in its various iterations). We will also have the opportunity to discuss some of the how-tos of proposal-writing, c.v./resume preparation, developing syllabi, interviewing, and the like. We will also benefit from the perspectives and experiences of department colleagues and other invited guests.

This course is open to all students, from those just starting out to those about to enter the job market. There are no letter grades and no paper required. The only requirements are that you do the readings, come to class, and participate in class discussions and workshop activities designed to offer constructive peer feedback on draft proposal and professional materials, practice job talks, etc., according to the needs of seminar participants.

**HIST 288A – Seminar in Japanese History (Roberts)**

This two-quarter research seminar will be taught by Luke Roberts in Fall quarter and Kate McDonald in Winter quarter. By the end of the second quarter, graduate students will complete a paper based on new research. We will discuss some common readings, which will be related to the history of Japan and to the methodologies relevant to the research interests of seminar students. We will also discuss individual projects and critique each other's work. Our goals will be to improve students' research methods, writing skills, and engagement with relevant scholarship. We also will assist with engaging Japanese sources and scholarship where advisable. The seminar will be oriented to Japan-related projects but all students interested in writing a research paper are welcome.

**HIST 292A – Foundations of U.S. History to 1846 (K. Moore)**

This colloquium/seminar will introduce the historiography of early North America and consider new approaches to early American history broadly conceived, including Atlantic World and borderlands frameworks, Native American and Indigenous Studies, critical slavery studies, and the “new” history of capitalism. Required for students in the US field but recommended for anyone working in the early modern period, the Americas, and/or the Atlantic World.

## Winter 2025 Seminars

### **HIST 200E – Historical Literature: Europe (Edgar)**

This seminar will introduce graduate students to major issues in the historiography of 20<sup>th</sup>-century Europe. (A separate 200E seminar, taught this year by Prof. Covo, will cover the historiography of 18th and 19th century Europe.) These two courses are designed to help students prepare for the M.A. and Ph.D. exams in Modern European history, and students in the Modern Europe field should plan to take both. Because the literature on 20th-century Europe is so vast, this course cannot possibly be comprehensive: it can only provide a starting point for examining some of the important historiographical debates about Europe between World War I and the present. Students from all fields are welcome.

### **HIST 201C – Emotions in History: Multidisciplinary Approaches (Zuo)**

This graduate seminar surveys diverse methodologies for studying historical emotions, spanning disciplines such as history, literary studies, philosophy, religion, sociology, psychology, and cognitive science. The course focuses on theories. Students from all geographical concentrations are welcome to enroll.

### **HIST 201E – Advanced Historical Literature: Europe (English)**

Email instructor for description.

### **HIST 201HT – Topics of the History of Science (McCray)**

This seminar is one of the two core courses which all graduate students who have the History of Science as one of their fields have to take. (The other is Aronova's HIST 201HS). The course is a readings seminar based around a changing and curated set of key readings in the histories of technology. In Winter 2025, the focus will likely be on "networks and infrastructure" while still providing a selection of key theoretical and methodological approaches to the history of technology.

### **HIST 202 – Historical Methods (Méndez)**

This course examines the main transformations that the historical discipline has undergone from its inception as a science in the nineteenth century to the present. We will discuss the work of major historians and social science theoreticians and their impact on the historiographical production of the twentieth and twenty-first centuries.

The first part of the course is epistemological; this means it will problematize our discipline and its boundaries, especially vis a vis anthropology, and familiarize ourselves with the main historiographical schools in the Western tradition –from the “positivists” to the “postmoderns”, as well as with new approaches that have challenged those paradigms.

The second part of the course is dedicated to examining some of the social sciences, literary critique, philosophy, and history classic works that have had the greatest impact on the historiographical production of the twentieth century such as Karl Marx, Marx Weber, Michel Foucault, Gayatri Spivak, E.P. Thompson, Benedict Anderson, Roland Barthes, Hannah Arendt, among others. Rather than pretending to cover all of their work, we will focus on influential

notions, such as class, hegemony, popular culture, myth, power, domination, State, nation/nationalism, and ethnicity among others. This course is required for all incoming students with no MA in History and for students with an MA in History who have not taken a similar course.

### **HIST 203A – Seminar in Comparative History (Barbieri)**

This team-taught 2-quarter research seminar focuses on comparative study of Rome, Persia, and China from the first millennium BC to the end of the first millennium AD. Topics include nomads and agriculturalists, imperialism, trade, cultural exchange, religious interactions, environmental-spatial history, and comparative modern receptions of antiquity. No ancient research language skills required. Students from all periods, fields, and specialities are welcome! For more information contact Prof. Barbieri or Prof. Lee.

### **HIST 203A – Seminar in Comparative History (Zheng)**

This comparative history seminar (modern) covers important themes such as revolution, social movement, democracy, nation-state building, constitutionalism, and social justice. It examines these topics by introducing students to study some of the most important upheavals and revolutions in the modern era. We talk about ideologies and practices. We examine commonalities, shared ideas and socioeconomic structures; at the same time, we examine specificities and peculiarities. In essence, it is about the making of the modern world. We will be using both secondary sources and primary sources (some translated) to shed light on these important themes.

### **HIST 288B – Seminar in Japanese History (McDonald)**

This two-quarter research seminar will be taught by Luke Roberts in Fall quarter and Kate McDonald in Winter quarter. By the end of the second quarter, graduate students will complete a paper based on new research. We will discuss some common readings, which will be related to the history of Japan and to the methodologies relevant to the research interests of seminar students. We will also discuss individual projects and critique each other's work. Our goals will be to improve students' research methods, writing skills, and engagement with relevant scholarship. We also will assist with engaging Japanese sources and scholarship where advisable. The seminar will be oriented to Japan-related projects but all students interested in writing a research paper are welcome.

### **HIST 292B – Foundations of U.S. History, 1846 to 1917 (Jacobson)**

This seminar introduces graduate students to key works, both classic and recent, in the history of the nineteenth- and early twentieth-century United States. Although centered on the US, the readings in most weeks also probe the global, transnational, and borderlands contexts that have shaped power relationships, ideologies, and the lives of those who reside within the US and cross its borders. We will explore the historiographical debates and paradigms that have informed scholarly discussions of slavery and emancipation; capitalism and imperialism; immigration, race-making, and nation building; gender and sexualities; and various social movements and reform agendas. We will also evaluate how historians have applied diverse methods and theoretical frameworks to the study of history. Students who specialize in the modern history of other nations and geographic regions are welcome to join and can adapt the major paper to their own research interests. In several weeks UCSB history faculty with expertise in a particular

historiography will join us for the first hour and a half of class to introduce the subject and lead discussion.

**EACS 215: Theories in East Asian Cultural Studies (Frühstück)**

This seminar is designed to discuss and engage with some key theoretical texts, preferably on topics of interest to participants in the seminar, that have been influential in the Cultural Studies corner of the academy and made productive in the study of East Asia as well. We'll be restricting ourselves to English-language texts but don't worry, many are difficult. Theory is a language. Without understanding the vocabulary it remains elusive. Good theory, like good music, demands immersion for it to be appreciated. Excellent theory is like a real friend. It won't let you down, it will talk back to you, and you'll never be alone. In contrast to a partner that you might initially envision to hook up with for life, you get to change and shape a theory as you see fit. Similar to a partner that you might initially envision to hook up with for life, you can hold it dear forever and ever or, alternatively, drop it when you get bored or sick of it—preferably when you come up with a more compelling theory of your own.

## Spring 2025 Seminars

### **HIST 201AM – Black Internationalism and the Nation (Armstead)**

The nation has figured prominently in both freedom and unfreedom across the African diaspora. By considering key interventions in studies of Black internationalism and the African diaspora, participants will learn about the various ways Black people have operated internationally and nationally to secure rights and liberation in opposition to white supremacy and imperialism from slavery to the present. In so doing, we will take an intersectional approach to consider how categories including identity, economic status, race, gender, and sexuality shape Blackness, transnationalism, and the nation.

### **HIST 201E – Advanced Historical Literature: Europe (English)**

Email instructor for description.

### **HIST 201S – Science in the Cinema: A History Through Film (T. Moore)**

This course examines themes in the history of science, technology, and medicine through films and documentaries produced in the twentieth and twenty-first century. Students will learn to engage with films and (moving) images as primary sources for writing socio-cultural history to consider the following questions: How are science, technology, and medicine and their histories represented in film? What role does film play in our social and cultural imaginaries of science, technology and medicine today? How does science fiction influence the development of new sciences and technologies, or warn about their potentially dangerous effects?

Throughout the quarter, we will consider these questions through a close examination of eight films. Students are required to attend in-class film screenings, to keep a weekly film journal, and to write a 12-15 page final reflection paper on themes covered in the course. Tentative themes will include: the conflicted figure of the physician/scientist; STS and imperialism/colonialism; artificial intelligence, robotics, and posthumanism; ethics and accessibility in the US healthcare system; ethnobotany, folk medicine, and the pharmaceutical industrial complex; paraspsychology and psychopathology; experimentation on humans and non-human animals; and DNA and evolutionary anthropology.

#### Prospective Readings:

Cartwright, Lisa, *Screening the Body* (1995)

Gaycken, Oliver, *Devices of Curiosity* (2015)

Gilman, Sander, *Health and Illness: Images of Difference* (1995)

Landecker, Hannah, “Microcinematography and the History of Science and Film” (2006)

Skloot, Rebecca, *The Immortal Life of Henrietta Lacks* (2010)

Walter, Christina, *Optical Impersonality* (2014)

Wosk, Julie, “Metropolis,” (2010)

### **HIST 202E – Epistemology, Power, Archives (Chattopadhyaya)**

Email instructor for description.

### **HIST 203B – Seminar in Comparative History (Lee)**

This team-taught 2-quarter research seminar focuses on comparative study of Rome, Persia, and China from the first millennium BC to the end of the first millennium AD. Topics include nomads and agriculturalists, imperialism, trade, cultural exchange, religious interactions, environmental-spatial history, and comparative modern receptions of antiquity. No ancient research language skills required. Students from all periods, fields, and specialities are welcome! Continuation of HIST 203A. For more information contact Prof. Barbieri or Prof. Lee.

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### **HIST 207A – Seminar in Digital History (Cobo Betancourt)**

HIST 207A (and B) are a two-quarter graduate research seminar on digital history with a strong practical focus. The focus for Spring 2024 will be on acquiring a range of digital skills and experience with various tools, from setting up sustainable digital research workflows and data management through to learning the basics of digital mapping, data cleanup and analysis, minimal computing web publishing, and digitisation. By the end of the quarter, students will design and plan a digital project drawing on their own research and using some or all of these methods and tools, which they will begin to develop over the summer. The class reconvenes in the Fall, when the focus will be on developing, completing, evaluating, and sharing their projects.

### **HIST 250B – Foundations of Latin American History: the Nineteenth Century (Méndez)**

Seminar introduces the important issues, themes, and literature in Latin American history, from the independence movements to the end of the nineteenth century.

### **HIST 292C – Foundations of U.S. History, 1917-Present (O'Connor)**

History 292C provides a broad (and necessarily selective) overview of the major themes, issues, and interpretive debates in U.S. history since c 1917. Although offered as part of a three-quarter sequence for students of U.S. and Atlantic World histories, it is open to students in all fields. Its emphasis is historiographical and hence it assumes that students have a basic knowledge of historical developments and events as well as of the broad conceptual and chronological categories U.S. historians use to teach and write about the 20<sup>th</sup> and early 21<sup>st</sup> century U.S. (although part of our task will be to see how these categories are continually being challenged and rethought). Its central aims are to introduce students to important recent as well as variously “canonical” literatures; to cultivate a core base of reading and knowledge that will serve you well in your more advanced and specialized research, readings, future seminars, and teaching; and to

help history grad students to prepare for MA and/or comprehensive exams. 292C has the added advantage of a format that introduces students to a number of faculty in and affiliated with the History Department. Most important, it aims to engage students in ongoing conversations with one another and with faculty members: about this broad field of study; about various approaches to doing, writing, thinking about, and debating history and historical issues; and ultimately about how we as individual historians and as members of communities of scholars seek to position ourselves within larger historical—and public—discourses.