

DePaul University
Department of History

GRADUATE STUDENT HANDBOOK

2007-2008

The 2007-2008 History Department Graduate Committee

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I. INTRODUCTION

Welcome to the Master of Arts in History Program. This handbook serves to introduce the curriculum and offer information and advice for the successful negotiation of your graduate studies. In all cases, should you have any questions, please feel free to contact the Graduate Director or other members of the Graduate Committee.

A. Program Goals

The faculty of the Department of History have established the following goals for the M.A. in History program:

- To provide students with a thorough awareness of the breadth and complexity of the discipline of History
- To expose students to a wide range of historical topics and methodologies
- To train students in the efficient and accurate analysis of any historical argument that they encounter
- To create an atmosphere where graduate students enjoy the intellectual benefits and support of a cohort of peers taking shared coursework
- To offer those students currently working as teachers an opportunity to explore new dimensions of historical inquiry
- To provide those students considering further study toward the Ph.D. with the tools to succeed at that level.

B. Emphasis on Historiography

The History M.A. Program has a curricular-wide emphasis on historiography. By historiography we mean the issues addressed by such questions (to give but a few examples) as: How have different scholars approached and written about this topic? What sources and methods have they used? What are major points of consensus or disagreement (if any) on this topic? What is the “state of the question”? How have views of the issue changed over time? Have teaching texts kept up with the latest scholarship? Thus, in addition to increased mastery of informational content, graduates of our program will be made aware of the multiple levels of history and how they are and have been communicated in different ways to diverse audiences.

II. THE CURRICULUM: 12 COURSES, 48 QUARTER HOURS

Three courses form the core of your graduate experience. The first course is HST 421 “The Historical Discipline,” **which all students take in the Autumn Quarter of their first year.** Midway through the program, you will take HST 422 “Seminar in Primary Source Analysis.” Finally, in the Spring Quarter of your last year in the program, you will take History 489 “The Graduate Capstone Seminar.” In between the curricular bookends of 421 and 489 and sandwiched around 422, students take a total of nine graduate colloquia, internships, and independent studies.

A. The Core

HST 421: THE HISTORICAL DISCIPLINE. This course focuses on the fundamental concerns and skills necessary for the study of history at the graduate level. It does this by providing a “history of history,” giving an overview of the growth and development of the academic discipline of history, addressing issues of methodology, historiography and historical philosophy, and providing you with an awareness of current concerns, controversies, and debates in the discipline. In addition, you will develop your skills in reading historical monographs for their arguments and will acquire the ability to assess the author’s use of evidence. Whether you consider yourself “a teacher, not a researcher,” or if you plan to continue your graduate studies, it is crucial for all historians to be well acquainted with the analytical techniques and issues raised, examined, and discussed in this course.

History 421 is a prerequisite for all other 400-level courses in the History Department. It is offered only in the Autumn Quarter. All regularly admitted students will be allowed to take one other 400-level course during their first quarter. Conditionally admitted students will take only 421 during their first quarter.

HST 422: SEMINAR IN PRIMARY SOURCE ANALYSIS. This course builds upon the foundations established by HST 421. It focuses on the evidence historian’s use as the building blocks for their analyses. This material (“primary sources” in the jargon of historians) includes official documents, papers of almost any sort left behind by people from wide ranges of social, economic and political standing, images and artifacts such as *objets d’art*, films, photographs, architecture, and myriad objects often studied under the rubric of “material culture.” The Seminar in Primary Source Analysis is designed to introduce you to the many practical and theoretical tools by which historians construct historical knowledge out of the “raw” material left behind by earlier generations. The course will include study of these sources, methods of analysis and authentication, and ways in which different kinds of sources are integrated into coherent historical narratives. You will develop your ideas in a quarter-long primary-source exercise. Incorporating experiences and resources developed in your previous graduate colloquia, you will choose a significant primary source or set of primary sources related to a subject that interests you, and use this source as the basis for a paper in which you will discuss how you might develop a thesis based upon this source and related primary and secondary sources.

This course is offered only in the Autumn Quarter. Thus if you are taking two courses per quarter, you should plan to take this course at the beginning of your second year of study. If you are progressing at a rate of one course per quarter, you would ordinarily take this course after you have completed four to five graduate colloquia.

HST 489: THE GRADUATE CAPSTONE. The MA curriculum ends with the Graduate Capstone course, which all students must successfully complete in order to earn their degree. It is an intensive seminar in which you are required to analyze a number of important works of scholarship drawn from the breadth and complexity of the historical discipline. This course allows you to synthesize the many skills you have honed in your earlier classes: notably the ability to read and assess historical monographs—thereby demonstrating your competence in analyzing historical arguments; knowledge of both historiography and historical content; and proficiency in understanding the variety of primary sources and methods of interpreting them. In short, you will demonstrate an awareness of the relationships between historical sources and arguments, and the historical contexts (chronological, geographical and cultural) in which they are created and employed.

This course is offered only in the Spring quarter.

B. The Colloquia

In addition to the core courses, you will take nine graduate colloquia. As shown below, each colloquium has a general title that indicates the broad field to be covered. When a given colloquium is offered, it will carry a specific subtitle. You may take up to four colloquia in any broad field as long as each one has a different subtitle.

- HST 431 COLLOQUIUM IN AMERICAN HISTORY
- HST 432 COLLOQUIUM IN LATIN AMERICAN HISTORY
- HST 433 COLLOQUIUM IN AFRICAN HISTORY
- HST 434 COLLOQUIUM IN ASIAN HISTORY
- HST 435 COLLOQUIUM IN EUROPEAN HISTORY
- HST 436 COLLOQUIUM IN ISLAMIC HISTORY
- HST 437 COLLOQUIUM IN WORLD HISTORY
- HST 438 COLLOQUIUM: SPECIAL TOPICS IN HISTORY

The *tentative* course offerings for 2007-08 are listed below. Please be aware that they may change :

AUTUMN QUARTER 2007

- HST 421 THE HISTORICAL DISCIPLINE (MARGARET STOREY)
- HST 422 SEMINAR IN PRIMARY SOURCE ANALYSIS (JULIA WOESTHOFF)
- HST 431 COLLOQUIUM IN AMERICAN HISTORY – BUSINESS AND THE RISE OF THE WELFARE STATE (BENTON WILLIAMS)
- HST 435 COLLOQUIUM IN EUROPEAN HISTORY – MEDIEVAL AND RENAISSANCE WOMEN (KAREN SCOTT)

WINTER QUARTER 2008

HST 431 COLLOQUIUM IN AMERICAN HISTORY – PERFORMING HISTORY (AMY TYSON)

HST 432 COLLOQUIUM IN LATIN AMERICAN HISTORY – THE CUBAN REVOLUTION
(FELIX MASUD-PILOTO)

HST 435 COLLOQUIUM IN EUROPEAN HISTORY – SOCIETY AND CULTURE IN EARLY
MODERN SPAIN (VALENTINA TIKOFF)

SPRING QUARTER 2008

HST 489 THE GRADUATE CAPSTONE (LISA SIGEL)

HST 431 COLLOQUIUM IN AMERICAN HISTORY – RACE AND SLAVERY IN COLONIAL AND
ANTEBELLUM AMERICA (JIM WOLFINGER)

HST 435 COLLOQUIUM IN EUROPEAN HISTORY – DIPLOMACY IN 20TH CENTURY EUROPE
(EUGENE BEIRIGER)

C. HST 497 Graduate Independent Study

The purpose of an independent study (IS) course is to provide you with the opportunity to work closely with a professor in order to study intensively a particular historical question, debate, or issue. An independent study course may NOT replicate a course offered at any level in the regular curriculum.

With the permission of the Graduate Director and the approval of a supervising faculty member, you may substitute *up to eight quarter hours* of Independent Study for two graduate colloquia. IS courses require special registration so need to be planned and approved well in advance of the quarter in which they will be taken.

1. Types of Independent Study (IS)

A graduate-level Independent Study normally takes one of several forms:

- **Reading and Discussion:** Calls on you to read and analyze secondary literature on a particular topic or theme. The course normally involves preparing a series of short critical essays and culminates in the preparation of a substantial historiographical essay.
- **Research and Writing:** Calls on you to prepare a substantial research paper (not less than 25 pages) that is argumentative rather than descriptive and involves significant primary source analysis.
- **Project:** Calls on you to conduct a research project that results in something other than a written paper or series of essays. The final product could be a website, documentary film, museum exhibit, or may take some other form.

2. Planning

It is incumbent upon the student, NOT on the supervising professor, to prepare an IS proposal and submit it for approval. Because the proposal is substantive (see below), it will take the better part of an academic quarter to draft, revise, and finalize. You should begin by approaching a professor to see if s/he is willing to work with you in a *future* quarter. If the professor agrees, you can put together your draft proposal following the procedure outlined below. Please be aware that both the supervising faculty member and the Graduate Program Director need adequate time (a minimum of two weeks each) to look over and respond to the proposal. You should also be prepared to revise the proposal several times before it is ready for final approval. For these reasons, *you must budget a minimum of 4-6 weeks for the proposal preparation process.*

3. Independent Study Proposal and Approval Process

An IS proposal includes four elements:

- cover sheet
- project description
- bibliography
- schedule

The **cover sheet** should include your name and signature, the name and signature of the supervising faculty member, the project title, the IS type, the number of credit hours requested, and the quarter in which the work will be undertaken and the deadline for submission. (You can download a cover sheet form from the graduate section of the History Department website.)

The **project description** (1000 word max.) should set forward a detailed discussion of the question, issue, debate, topic, or theme that you plan to explore. It should also state in concrete terms what the *outcome* of the proposed project will be (a research paper, a series of essays, a website, etc.)

The proposal should also include a preliminary **bibliography**, divided into primary and secondary source sections, that cites the material you plan to use in the course.

The last required element is a **schedule** that sets forward your plan of work. The schedule should include specific milestone dates for completion of various parts of the proposed work, a list of meeting dates with the supervising faculty member, and the final submission date.

Once you have prepared a draft proposal, *you must obtain the written approval (on the cover sheet) of the supervising faculty member with whom you will work.*

Then, you need to download and complete the “personal information” and “course information” portions of the **Graduate Independent Study** form from the LAS Grad website (<http://condor.depaul.edu/~lasgrad/forms/gradforms.html>), attach it to the

proposal, and *submit the entire package to the Graduate Program Director for final review and approval.*

NOTE WELL: University policy states that approved Graduate Independent Study forms must be submitted to the College office by the end of the FIRST week of classes each quarter. NO EXCEPTIONS!

4. IS Project Final Report

When the project is complete, it is your responsibility to submit to the Graduate Program Director a completed IS Project Final Report form (available for download on the History Dept website). The Final Report should include copies of all graded elements of the project.

D. HST 492 Graduate Internship

Similar to a graduate IS course, enrollment in HST 492 requires special registration and may be equivalent to a maximum of two graduate colloquia. If you have an internship lined up, please consult with the Graduate Program Director.

E. Thesis Invitation

If a student's skills and level of commitment are especially strong, a member of the department may invite her or him to write a thesis. Unlike independent study projects, the thesis invitation process **MUST** be initiated by the supervising faculty member. For more information, please consult with the Graduate Program Director.

F. Other Substitutions and Transfers

Upon consultation with the Graduate Director and with her approval, students may request that up to 8 units (two courses) of graduate work done in other DePaul departments and/or 12 units (three courses) of graduate credit earned at another graduate degree-granting institution be counted towards an M.A. in History. The Graduate Director will handle such requests on a case-by-case basis. *In no circumstances will graduate credit be given for undergraduate coursework.*

Please make sure to obtain the Graduate Director's approval *in advance* for courses to be taken in other departments.

If you are requesting transfer credit for courses taken outside DePaul, please have an official transcript sent directly to the Graduate Director. Then download and complete a Transfer Credit Request form and give it to the Graduate Director along with a copy of the course syllabus. The form is available online on the LAS Grad website:

http://condor.depaul.edu/~lasgrad/forms/transcredit_request.pdf.

III. ADMINISTRATIVE INFORMATION

The History Department website is a great source for program updates, upcoming events, course offerings, and so on. Of special interest is the Graduate Program section and the link to “History Mailing Lists” under Events & Resources. The link (included below) allows you to subscribe to the department’s email list for graduate students:

http://condor.depaul.edu/~history/mailling_lists.htm

A. Advising Resources

The Graduate Director advises all students in the M.A. in History program. In addition, the LA&S Graduate Office provides many services to students. An important person to know about is the Coordinator of Graduate Student Services. This individual is the person you contact with questions concerning billing, graduation, and the like. Currently, Ms. Nora Durkin holds this position. Her telephone number is (773) 325-7893, and her email is ndurkin1@depaul.edu. The LA&S Graduate Office also maintains a website that contains links to resources and to basic administrative forms needed for actions such as transfer credit requests, independent study requests, and the like. The URL is:

<http://condor.depaul.edu/~lasgrad/>

B. Registration Issues

Normal course registration is done online via Campus Connection. Registration windows for any given quarter are determined by schedules set by the University.

As discussed above, courses such as independent studies, internships, etc., require paper registration forms and the signatures of the instructor involved and the Graduate Director. Please note that these *forms must be submitted by the end of the first week of the quarter*, and thus you need to plan ahead if you wish to utilize one of these options.

1. First Quarter Registration for Conditionally Admitted Students

If you were conditionally admitted to the program, you may register for only HST 421 in your first quarter. Following the successful completion of that course (with a grade of B or better), you may proceed to take more than one course in subsequent quarters should you so desire.

C. Financial Awards

Currently, the Department of History is able to offer two awards annually. These are the **Departmental Assistant Award** and the **Egan-Martinez Scholarship**. Applications for these awards are solicited every Spring Quarter for the following academic year.

Application instructions are available on the History Department web page.

The **Departmental Assistant Award** provides tuition waivers for six courses over one academic year plus a stipend of \$7000 (contingent on funding) in compensation for hours spent on departmental support activities such as

- Assisting the department in matters of faculty evaluation, promotion, and hiring;
- Providing research assistance for individual faculty members;
- Providing instructional support for individual faculty members (proctoring exams, finding and compiling classroom materials, tutoring, facilitating study and/or review sessions, and so on);
- Maintaining departmental resources such as student Blackboard sites, the departmental library, and so on;
- Assisting the graduate and undergraduate program committees with outreach activities, the student history conference, and so on.

The **Egan-Martinez Scholarship** provides tuition waivers for six courses over one year. It may be divided among several students.

D. Degree Conferral and Commencement

DePaul awards degrees after the close of every quarter and each summer term, but there is only one annual graduation ceremony, which takes place in June.

Degree Conferral. In order to have your degree posted to your transcript and get a diploma, you will need to apply for degree conferral. You do this online by logging into Campus Connection and following the instructions under the “For Students” tab. You will have to pay a degree conferral fee.

Please make sure to apply to graduate before the **degree conferral deadline** for the quarter in which you will have completed all of your degree requirements:

- Autumn Quarter - October 10, 2007
- Winter Quarter - January 15, 2008
- Spring Quarter - February 01, 2008
- Summer I (2008) - June 01, 2008
- Summer II (2008) July 15, 2008

Provided you have met all requirements and financial obligations by the end of the relevant quarter, your degree will be posted 30 days after the quarter ends.

Commencement. If you plan to attend the annual commencement ceremony, please go to the following website for information:

<http://oaa.depaul.edu/what/commencement.jsp>

IV. GRADUATE STUDENT LIFE

The History Department is proud to sponsor several student organizations and an annual Student History Conference. If you are interested in more information about any of these, please feel free to contact Dr. Gene Beiriger (773-325-7454, ebeirige@depaul.edu).

A. History Club

The History Club meets twice a quarter, with meetings generally scheduled in October, November, January, February, April, and May. The History Club welcomes undergraduate and graduate students to meetings which focus on post-graduate career opportunities for history majors and MAs, student panel discussions on history and current events, faculty research, and more kitschy areas of interest. In recent years, we have had club sessions on “The Presidency and Hollywood” (a not too serious look at how presidents— fictional and historical—are portrayed on television and in films), “Dracula: the Historical and Literary Vampires,” “Churchill, Roosevelt, and the Ten Steps to Leadership,” and “King Tut: Victim of Murder or Mishap?” We also sponsor a book club of sorts every fall and spring. And, of course there are informal chats and refreshments.

B. Phi Alpha Theta

DePaul’s Phi Alpha Theta chapter is a part of a national History honor organization. Undergraduate and graduate students are invited to apply for membership to the organization in February, and those accepted are inducted in a short ceremony at our annual student conference in April. Membership also confers a certificate of recognition, a journal, and access to the organization’s many resources.

C. Student History Conference

The conference will celebrate its fourth anniversary in April 2008. In the early spring, all students are encouraged to submit their best history papers for selection to the conference. If chosen, students will take part in moderated conference presentations (with their peers as co-contributors and faculty as commentators) before the university community. This event has been singled out as a leading example of DePaul’s commitment to students and the presentation of their own research.

V. DEPARTMENT OF HISTORY FACULTY, 2007-2008

A. Faculty Administration

Warren C. Schultz, Ph.D. University of Chicago, *Associate Professor*
Department Chair (ON LEAVE – Autumn Quarter)

History of the Islamic World with emphasis on the "Middle East;" Medieval Arabic history; Orientalism and European Imperialism in the "Middle East;" the Crusades; Economic and Monetary history.

James P. Krok, Ph.D. Indiana University, *Associate Professor*
Associate Chair

Eastern European history with particular emphasis on 19th Century; the Habsburg empire and southern Slavic peoples; history of classic liberalism; history of nationalism and the development of national identity in Europe; history of peasants in Europe; history of education in Europe.

Margaret Storey, Ph.D. Emory University, *Associate Professor*
Undergraduate Program Director

United States political and social history with a specialty in the Civil War and Reconstruction; history of the American south; history of slavery.

Roshanna P. Sylvester, Ph.D. Yale University, *Associate Professor*
Graduate Program Director, Interim Department Chair (Autumn Quarter Only)

Modern Russia; modern Europe; comparative cold war culture; urban history; history of crime; popular culture; class, gender, and ethnicity.

B. Tenured and Tenure-Track Faculty

Eugene Beiriger, Ph.D. University of Illinois at Chicago, *Associate Professor*
British history; American diplomatic history; war and peace in the modern age.

Brian Boeck, Ph.D. Harvard University, *Assistant Professor (ON LEAVE – Autumn Quarter)*
Pre-modern Russia.

Scott Buckingham, Ph.D. Cambridge University, *Associate Professor*
Egypt: literacy and education in Greek, Roman, Byzantine and early Arab Egypt; early Christianity (especially the rise of monasticism) and the early Medieval world; Greek, Latin and Coptic literature as well as the archaeology of the Mediterranean world and Near East.

Colleen Doody, Ph.D. University of Virginia, *Assistant Professor*
20th century U.S. history; post-1945 politics and culture; labor history; U.S. urban history; the Cold War; the New Deal.

Ellen T. Eslinger, Ph.D. University of Chicago, *Professor*
American history from the beginnings of Anglo settlement to the mid-19th century with a special emphasis on the trans-Appalachian frontier in the late 18th century; history of the westward expansion of slavery in the U.S.; history of transplanting of African-American culture to the frontier area.

Thomas Foster, Ph.D. Johns Hopkins University, *Assistant Professor*
Early America; U.S. women's and gender history; American Revolution; history of sexuality; U.S. social and cultural history.

Robert Garfield, Ph.D. Northwestern University, *Associate Professor*
African history with a special emphasis on Portuguese colonial Africa; history of European expansion in Africa, Asia, and the western hemisphere; history of science and technology.

Daniel Goffman, Ph.D. University of Chicago, *Professor (ON LEAVE)*
Early modern Ottoman history with special interest in the Mediterranean, diasporic and cross-cultural history; Ottoman roles in Renaissance diplomacy and the idea of early modern empire; comparative studies of identity in the Ottoman empire and colonial/early national America.

Howard O. Lindsey, Ph.D. University of Michigan, *Assistant Professor*
U.S. urban history with an emphasis on African-American experience; African-American history from colonial times to the present; history of the civil rights and Black power movements.

Felix Masud-Piloto, Ph.D. Florida State University, *Professor (ON LEAVE – Autumn Quarter)*
Post-colonial Latin American history; history of the Cuban Revolution; history of the Caribbean; history of Latinos in the U.S.; history of revolutions in Latin America with a special emphasis on social revolutions and on Central America; history of Cuban migrations to the U.S.

Rajit Mazumder, Ph.D. University of London, *Assistant Professor*
South Asia

Thomas R. Mockaitis, Ph.D. University of Wisconsin, Madison, *Professor (ON LEAVE)*
History of modern Britain and Ireland; modern Western European history; history of medieval and early modern Britain; British constitutional history; war and peace studies; history of insurgency, counter-insurgency, terrorism and the United Nations peacekeeping activities; historical methodology and philosophy.

Juan Mora-Torres, Ph.D. University of Chicago, *Associate Professor* (ON LEAVE – Winter and Spring Quarters)

Latin America

Otunnu, Ph.D. York University, *Associate Professor*

Africa: Pan-Africanism; the colonial and post-colonial history of Africa; liberation movements in Africa; political violence in Africa; diasporas and refugee crises.

Ana Schaposchnik, Ph.D. University of Wisconsin, Madison, *Assistant Professor*

Colonial Latin America

Karen Scott, Ph.D. University of California at Berkeley, *Associate Professor*

Director of Catholic Studies

History of medieval, renaissance and reformation Europe; women's history; history of Christianity; specific research areas: 14th-century Italian culture and religion; women and mysticism; St. Catherine of Siena.

Lisa Sigel, Ph.D. Carnegie Mellon University, *Assistant Professor*

Modern European history, British history, social and cultural history, history of sexuality, gender studies, imperial history, historical methods.

Valentina Tikoff, Ph.D. Indiana University, *Assistant Professor*

Early modern Europe; Spain; history of the family and of childhood; charity and philanthropy; the Atlantic world; economic history (especially the family economy and the European industrial revolution); Europe in the age of the Enlightenment and French Revolution; Latin America.

Amy Tyson, Ph.D. University of Minnesota, *Assistant Professor*

Public history; historical memory; community history; 19th-20th century U.S. history; labor studies; race, class, gender studies; popular culture; oral history & ethnography.

Benton Williams, J.D., Ph.D. University of Missouri, *Assistant Professor*

U.S. constitutional and legal history; economic and public history; specific research areas: private sector affirmative action and civil rights.

Julia Woesthoff, Ph.D. Michigan State University, *Assistant Professor*

Modern Germany; modern Europe, migration, history of the Holocaust, race and ethnicity, gender, class.

James Wolfinger, Ph.D. Northwestern University, *Assistant Professor*

United States: 20th-century political history; race in contemporary America; labor and working-class history.

C. Visiting Assistant Professors and Instructional Associates

Ling Arenson, Ph.D. Northern Illinois University

U.S. immigration and ethnic history, especially Asian-American history; U.S.-East Asian relations since the 19th-century

Robert Buerglener, Ph.D. University of Chicago

Gilded Age and Progressive Era America; history of business and technology; cultural history

Eileen Ford, Ph.D. University of Illinois Urbana-Champaign

Latin American history.

Andrew Miller, Ph.D. University of California at Santa Barbara

Medieval studies

Christopher Rogers, Ph.D. Northwestern University

American history, early modern Europe

D. Professors Emeriti

Thomas Croak, C.M., D.A., Carnegie-Mellon University; J.D. DePaul University

U.S. history with special interests in social, legal, and political history since the Civil War; U.S. legal history; 20th-century U.S.: Great Depression, New Deal, World War II; post-World War II; U.S. diplomatic history; Church history in the U.S. with emphasis on 19th and 20th-century Roman Catholicism; historical methodology and philosophy.

Albert Erlebacher, Ph.D. University of Wisconsin

U.S. history; Civil War and Reconstruction

Richard J. Meister, Ph.D. Notre Dame University

U.S. social and urban history, with special interest in Chicago, industrial cities, race and ethnicity, American Catholicism, and higher education.

Cornelius Sippel, Ph.D. University of Michigan

Russian history