HISTORY COURSES

HIST 502-61 Historical Geography (Primarily for Secondary Education students)
(x-listed with HIST 394-61 and IR 394-61)
M 6:00-8:40
Dr. Charles Wilf
A survey of the physical world which is the basis for a human civilization, past present, and future. What are the possibilities and limitations of different places for human development? How successful or unsuccessful were human settlements? Emphasis also on geography as an intellectual discipline and cultural phenomenon.

HIST 550-61 The Cold War
(x-listed with HIST 450W-61, IR 450W-61, and PJCR 450W-61)
M 6:00-8:40
Dr. Philipp Stelzel
An analysis of the diplomatic and political struggle between the United States and the Soviet Union in the aftermath of the Second World War and the ideological conflict between free enterprise and communism around the world.

HIST 583-61 Mexico and the U.S.
(x-listed with HIST 483W-61 and IR 483W-61)
T 6:00-8:40
Dr. John “Jay” Dwyer
This course focuses on U.S.-Mexican relations since the 19th century and covers the Texas rebellion and annexation, the U.S.-Mexican War, American economic penetration during the Porfiriato, U.S. military intervention in the Mexican Revolution, the expropriation of American-owned lands and oil companies in the 1930s, Mexican migration to and repatriation from the U.S., the Mexican foreign debt crisis, the narcotics trade, NAFTA, and the Mexican immigrant community in the United States.

HIST 599-01 Directed Reading—Selected History Topics
1.00—3.00 credits
Days/Times: TBA
Instructor: TBA
It is expected that students will fulfill all course requirements for their degree through regularly scheduled courses. Under exceptional circumstances, normally only after the completion of 15 credit hours toward the degree, it may be necessary for students to request a Directed Readings course. In such a case, the student must make a case for the necessity of the course to the Program Director and Department Chair and identify the faculty member who can oversee the Directed Readings course. The approval of the faculty member, as well as the Chair and Director, must be obtained. The Department is not required to approve or to provide a Directed Readings course for the student. (Cont. next page)
Students may enroll in no more than two Directed Readings courses during the course of their program. These courses may be tutorials with a professor or they may include sitting in on a topical undergraduate class and doing additional graduate-level work. In either case, the professor and student must establish an extensive reading list and program of assignments before or as the semester begins and submit that syllabus to the Department.

**HIST 602-61  Graduate Research Seminar**  
(x-listed with HIST 491W-61)  
T 6:00-8:40  
Dr. Andrew Simpson  
In this seminar, students review elements of historiography and writing and then pursue primary source research on a topic of their choice. They will write a lengthy research paper under close faculty direction.

**HIST 611-61  Emergence of the Modern U.S.**  
Th 6:00-8:40  
Dr. Elaine Parsons  
The antebellum through the progressive eras saw enormous transformations in the culture, demographics, wealth, and power of the United States. The nation went from slave state to free state, the proportion of adults allowed to vote more than doubled; the number of presses exploded and a vast array of U.S.-published material flooded the nation; immigrants arrived in huge numbers and quickly established a presence. Struggles marked all of this: the United States fought several wars, large and small; rates of private violence increased; police and espionage forces were established. This course reviews these years of vigorous turmoil.

**PUBLIC HISTORY COURSES**

**PHST 512-61  Museums and Society**  
M 6:00-8:40  
Dr. Michael Cahall  
This course begins with a look at the history of non-profit organizations in the United States, particularly the preservation, museum, archival, and educational groups associated with public history. The course will introduce students to various aspects of organizational management including budgeting and finance, personnel issues, staff and board makeup, and public relations. The course will also consider the contemporary relationships, such as multiculturalism and ethnicity, censorship, and political correctness, between public history institutions and the communities they serve. Throughout the semester, students will have the opportunity to meet and talk with working professionals in the Pittsburgh public history community about issues covered in this course. Students will complete a formal research paper on a topic related to contemporary issues in public history and will work, singly or in small groups, to present their research and lead class discussion of the issues their research has raised.

**PHST 523-61  Education and Public Programming**  
T 6:00-8:40  
Ms. Amanda Gillen, Director of Education, Frick Art & Historical Center  
Educational programming has become an increasingly important part of the missions of public history institutions. Whether through formal programming or informal interactions, providing quality experiences for all visitors to engage with the objects, stories, and experiences of an institution is paramount, and the role of education has risen in both prominence and responsibility. This course will explore questions that educators ask themselves: Who is coming to our institution and how can we help them to engage with what we have? How can we provide different entrance points for different learners? How can we make our collections and stories relevant? Students will be introduced to research on the types of individuals who visit public history institutions and their motivations for doing so. Practical projects and connections with educators in local public organizations will enable students to see how research and theories are incorporated into public programming.
PHST 525-61  **Introduction to Historic Preservation**
W  6:00-8:40  
Dr. Matthew Hyland  
This course provides an introduction to American historic preservation and focuses on its history and practices. The course surveys the growth and development of the preservation of sites, landscapes, and buildings, in particular, and investigates the legislation (national, state, and local) that established and continues to guide the field of preservation, providing students with knowledge of historic preservation issues, programs, and practices. Assessment of student achievement is based on written descriptions of a historic resource, analysis of historic mapping, field photography, a major research paper, and tests on assigned readings and lecture material.

**PUBLIC HISTORY INTERNSHIPS**

Internships require students to work 125 hours in a public history institution, usually in the Pittsburgh area, under the direct supervision of a practicing public history professional. Students and internship directors complete an internship contract detailing the work to be done during the experience. At the end of the internship, internship directors attest to the student's completion of the hourly requirement and to the fulfillment of the terms of the internship contract. Students write a short reflective essay on their internship experience and relate it to their career goals and preparation. In the past, internships have been arranged at the Carnegie Museum of Art, Carnegie Museum of Natural History, Duquesne University Archives, First Lutheran Church of Pittsburgh, Frick Art and Historical Center, Ft. Pitt Blockhouse, Historical Society of Mt. Lebanon, McKee's Rocks Historical Society, Pittsburgh Children's Museum, Pittsburgh History and Landmarks Foundation, Rivers of Steel National Heritage Area, Saltsburg Historical Center, and Senator John Heinz History Center.

Days/Times: TBD  
Contact Dr. Matthew Hyland, Internship Director, to coordinate: hylandm1@duq.edu

PHST 656-91  **Historical Preservation Internship**  
PHST 657-91  **Historical Editing Internship**  
PHST 658-91  **Archival Internship**  
PHST 696-91  **Museum Internship**