

## **Program for the Doctorate in History ('007) The University of New Mexico Department of History**

The Ph.D. program in history at the University of New Mexico offers students the best possible preparation for the challenges and opportunities of the historical profession in the twenty-first century. Seminars and graduate-level courses provide depth within a particular field and also allow students to attain a unique intellectual breadth that complements study along traditional chronological and geographic lines. Through courses in historical methods and historiography, as well as the opportunity to take courses in other departments, students in our program will be able to approach their work with theoretical and interdisciplinary sophistication. Finally, our examination structure emphasizes qualities essential for success as a professional historian: excellence in writing and in public presentations and assurance in professional interactions. In sum, UNM students will be well prepared to carry out innovative work, by writing excellent dissertations, teaching with confidence a variety of courses, working as public historians, or pursuing any other opportunities that the historical profession might offer.

This document describes university and departmental requirements that students must meet to obtain the Ph.D. in History, as well as the opportunities and procedures that shape students' passage through the doctoral program. Please see Appendix A, "Steps to Completing the Doctorate in History ('007)," for an overview of the program's schedule, requirements, and forms. Students should also consult the Office of Graduate Studies (<http://www.unm.edu/grad/index.html>) and the Department of History (<http://www.unm.edu/~hist/index.html>) for announcements and updated information relating to the doctoral program. Doctoral students who began the program prior to Fall 2007 may elect to complete the doctoral requirements inaugurated in 2007-2008 by indicating this catalog when filing departmental and university forms.

### I. Program of Doctoral Study

*Advisement: The Graduate Coordinator and the Committee on Studies:*

The department requires that in the course of the first year a student select an academic advisor, select fields of concentration, and form a Committee on Studies (COS). Also in their first year of study, doctoral students must enroll in Advanced Historiography (History 664) and attempt to fulfill the language requirement. For administrative advisement, students should rely on the Graduate Coordinator, who is familiar with program requirements at the departmental and university levels. The Coordinator normally meets with each graduate student on campus at least once each academic year and keeps abreast of each student's progress in the program.

By the end of the first year of study, each student must consult with the Graduate Coordinator to constitute a Committee on Studies, the composition of which subsequently may be altered with the approval of the Graduate Coordinator. The COS should consist of four faculty, including the student's principal academic advisor as Chair and additional faculty with expertise in each of the student's areas of concentration; a faculty member may decline any COS appointment. The COS supervises the student's general program of study and guides the student's preparation for the qualifying examination. Students

are therefore urged to consult regularly with their Committee on Studies, especially its Chair, on a regular basis.

*Language Requirement:*

Each student must demonstrate a reading knowledge of one language other than English, either by passing the departmental language exam (administered four times a year) or by presenting 12 credit hours of coursework in that language, completed during the student's graduate study at UNM with grades of B or better. Students with a Regional Concentration in Latin American or European history must also demonstrate competence in a second foreign language appropriate to their course of study. Each language exam requires the translation into English of an approximately 600-word selection from a modern scholarly text in the foreign language. A dictionary may be used, and there is a two-hour limit. An examination in any one language may be taken three times. After a third failure, the exam may be repeated at the discretion of the Department Chair and the student's Committee on Studies.

Students are expected to demonstrate progress toward fulfilling the Language Requirement within the first two semesters of graduate study, either by attempting the language exam or beginning language coursework. The language requirement must be completely fulfilled before taking the Qualifying Exam. For greater detail on the Language Requirement, including those languages (such as native languages) in which UNM has no resident classes or experts, students should see the "Language Requirement" sheet available in the department and consult with the Graduate Coordinator.

*Coursework:*

Normally, students enroll in at least one graduate seminar (History 664 to 696) each semester. The university catalog states that students must present at least 48 credit hours beyond the bachelor's degree, including at least 24 hours of coursework taken at UNM and at least 18 hours following admission to the Ph.D. program. For further details on the level and distribution of these credit hours, please consult the UNM Catalog. See Appendix B, "Course Requirements for the Doctorate in History ('007)," for an overview of departmental course requirements.

In the history doctoral program, twelve of the total 48 credit hours may be electives. The other thirty-six credit hours fall into four different categories: 1) Advanced Historiography and Historical Research Methods (6 credits), 2) Regional Concentration (15 credits), 3) Thematic Concentration (9 credits), and 4) Outside Field/Public History requirement (6 credits). A discussion of each of these categories follows.

1) Advanced Historiography and Historical Research Methods (6 credits)

Recognizing the importance of general training for success as a professional historian, the UNM History Department requires doctoral students to take courses in both *Advanced Historiography* (664) and *Historical Research Methods* (665). Advanced Historiography introduces students both to the fundamental paradigms of the historical profession and to the more recent theoretical debates and ideas that have shaped historical

discourse. Historical Research Methods emphasizes the skills and techniques necessary for historical research, such as the identification of primary sources, archival research, and the technical procedures necessary to produce publishable articles.

## 2) Regional Concentration (15 credits)

Students will select one of three broad Regional Concentrations. Within that concentration, they will designate a Specialization that is defined either chronologically or regionally. The available Regional Concentrations, along with the Specializations found within each of them, are as follows:

1. U.S./American West
  - U.S. to 1877
  - U.S. since 1877
  - American West
2. Latin America
  - Early Latin America (to 1810)
  - Modern Latin American (since 1810)
3. Europe
  - Late Antiquity and the Middle Ages
  - Middle Ages and Early Modern Europe
  - Modern Europe

The Regional Concentration provides students with substantial background in a particular geographic, historical field, and the regions chosen here represent the UNM history department's areas of strength. (See Appendix C, "Regional Concentrations.") A chronological or geographic specialization within each concentration allows students to examine a particular period or topic in greater depth, thus acquiring the preparation essential for writing a strong dissertation.

In terms of course distribution, students must take at least three courses in the Regional Concentration that focus on the student's chosen Specialization (at least two of these must be seminars); at least two other courses must be taken within the Regional Concentration but outside the student's area of specialization. Students choosing to specialize in American West, for example, would necessarily take three courses within that area, and two other courses in U.S. history outside of the West. Students specializing in Europe in Late Antiquity and the Middle Ages would need to take two courses in Early Modern and Modern Europe. Four of the five courses taken for the Regional Concentration, moreover, must be seminars, including one research seminar.

## 3) Thematic Concentration (9 credits)

The UNM History Department offers seven different Thematic Concentrations, described in greater detail in Appendix D, "Thematic Concentrations."

1. Gender and Sexuality
2. Race and Ethnicity
3. Frontiers and Borderlands
4. War and Society
5. Environmental History
6. Religion
7. Politics and Economy

Normally, each graduate seminar will fit into one or two of these thematic areas; students may consult the Graduate Coordinator to determine which seminars correspond to particular Regional and Thematic Concentrations. Students must take at least three graduate-level courses in their selected thematic areas, at least two of which will be seminars (one of these being a research seminar) and at least one of which will fall outside their Regional Concentration. The Thematic Concentration will thus provide geographic breadth to students' programs, preparing them to work more effectively within world history courses and other general history programs. A thematic approach to coursework will also provide a useful intellectual framework for dissertation research.

Because of the department's traditional strengths in the fields of American West and Latin American history, a student whose Regional Concentration encompasses one of these fields may petition the Graduate Coordinator, with support from his or her COS Chair, to substitute the other field for the Thematic Concentration. In other words, a student whose Regional Concentration is Latin American history may substitute the American West for a Thematic Concentration, and vice-versa.

#### 4) Outside Field/Public History (6 credits)

Because of the importance of interdisciplinary approaches in today's historical profession, graduate students in the UNM History Department will also pursue at least two graduate-level courses outside of the history department. These courses are intended to complement a historian's normal course of studies. These courses can be in another department, such as Anthropology or Foreign Languages and Literatures, or they can form part of an interdisciplinary program, such as Religious Studies or Medieval Studies. The only requirements are that both courses must be in the same department or program and that they be offered at the graduate level. Students whose interests lie chiefly in public history may instead substitute for this requirement two courses relating to that field, normally but not exclusively offered in the Department of History.

Please Note:

The department also offers doctoral students the option of taking History 696: *Dissertation/Professionalization Workshop* (3 credit hours, P/NP), a course that, in addition to providing a forum to review grant proposals and dissertation chapters, addresses issues such as preparing a c.v., job interview techniques, writing syllabi, and identifying opportunities for conference participation and publication.

*Problems Courses* (History 551-552) are individually arranged by the student and professor, created to supplement and fill gaps in the department's regular offerings. Without specific authorization from the department and the Office of Graduate Studies, no more than two Problems courses may count toward any degree requirement. Problems courses are not seminars, and do not count as such.

## II. The Qualifying Examination

Graduate-level examination and evaluation is an ongoing process, not limited to a single set of tests administered at a given point during a student's career. The examination process therefore incorporates earlier and presumably revised written work contained in a student's dossier, a more formal exam intended to address all aspects of a

student's preparation in courses and seminars, and finally an oral presentation. An exam committee will be constituted to review the dossier, administer the exam, and evaluate the public presentation.

Prior to the semester in which a student takes the oral examination, the student's Application for Candidacy must be approved by the COS and Graduate Coordinator, and the student must have fulfilled all language requirements and resolved all course Incompletes. After the portfolio has been approved by the CQE, the student must notify the Department Administrator of his or her intention to take the oral exam; this must occur at least four weeks prior to the proposed examination date.

#### *The Committee for the Qualifying Examination:*

As they enter their fourth semester of full-time study, doctoral students should assemble the Committee for the Qualifying Exam (CQE). The CQE will consist of five members: three faculty members representing the Regional Concentration (one of whom, typically, will be the student's COS Chair), and two representing the Thematic Concentration. There will be no overlapping roles among committee members, and in most circumstances, the committee should be composed of faculty members from whom the student has taken courses. A former UNM faculty member who wishes to do so may chair or serve on the CQE of any advisee who takes the examination within one year of the faculty member's departure.

In consultation with this committee, each student will develop a reading list of the scholarly literature that he or she will be expected to have mastered at the time of the examination. These lists should include a minimum of sixty books within the Regional Concentration and forty books within the Thematic Concentration (or the equivalent in a mix of books and scholarly articles). These figures, of course, represent minimum standards and provide only a rough guide; the members of a student's CQE determine the scope and size of a particular reading list.

#### *The Examination:*

##### 1. The Dossier

The purpose of the dossier is to gather together students' best written work for the CQE's review and more generally to establish a record of the student's course of study for the doctorate. The dossier will include syllabi from courses relevant to the student's two concentrations and from the methods and historiography courses, as well as the reading list described above and a sample of the student's written work. This sample (not to exceed a total of fifty pages) will represent not only the best papers that the student has submitted, but also writing that the student may have continued to revise thereafter. Preparation of the dossier thus offers faculty and students an opportunity to develop a student's writing skills further before in-depth dissertation research has begun. The CQE is also responsible for encouraging the student to formulate a dissertation topic during the preparation for the qualifying examination. At the committee's discretion, a student may be asked to add more material to the dossier. If, upon review, the committee feels that the dossier indicates mastery of the field, it will set a date for the student's qualifying exams during the following semester.

## 2. The Oral Examination

The second component of the doctoral qualifying examination consists of a three-hour oral discussion and evaluation, with the entire exam committee meeting together with the student. The dossier — to which the committee shall have access at least four weeks before the exam — shall serve as the foundation for evaluation, setting the basic expectations for the material to be covered. The purpose of the exam is twofold: to allow students to demonstrate their familiarity with the key information and historiographical debates within their fields, and to allow students and faculty to communicate in a professional capacity about important questions within the field. The examination is evaluated on a pass-fail basis.

## 3. The Public Presentation

Within two weeks of passing the oral examination, students will deliver an oral presentation on a topic that falls within their regional area of specialization. The presentation, similar in format and scope to an upper-division undergraduate course lecture or an equivalent public history oral presentation, might also address a student's Thematic Concentration; the precise topic of the lecture, as well as venue and audience, will be determined by the committee in consultation with the student. Typically, the exam committee chair will help guide the preparation of this lecture, which the committee as a whole will, again, evaluate on a pass-fail basis.

## III. The Dissertation

The dissertation is the culminating research product of the doctoral program. It shall: be an in-depth, scholarly examination of an original research question in history; represent a significant, monograph-length contribution to historical scholarship based on primary sources; and conform to the professional and intellectual standards of the discipline.

### *The Dissertation Committee*

The dissertation committee will be formed of at least four members. In addition to the Director, at least two members must hold regular full-time appointments at UNM. A third member must hold a regular full-time appointment outside of the History Department, either at UNM or at another accredited institution. Committee members will be selected by the student and Committee Chair, with the approval of the Graduate Coordinator. A former UNM faculty member may continue to direct the dissertation of a student who achieves doctoral candidacy, establishes a dissertation committee, and submits an approved dissertation prospectus prior to the faculty member's departure; under such circumstances, a current faculty member must also serve as co-chair.

*The Dissertation:*

1. Prospectus

Normally in the first semester after all exam requirements have been completed, a student will choose a dissertation committee, write a dissertation prospectus (10-15 pages, plus bibliography), and defend the prospectus before the dissertation committee. If the prospectus is not approved within the first full semester after passing the qualifying examination, the student will receive a “No Progress” grade, as a matter of department policy. For additional details on the prospectus, students should consult with their dissertation committee as well as the departmental sheet “Dissertation Prospectus.”

2. Completing the Dissertation

Students must enroll for at least 18 total hours of dissertation (History 699); enrollment in any given semester may be for 3, 6, 9, or 12 hours. Dissertation enrollment may begin on or after, but not before, the semester the student takes the qualifying examination. Once started, continuous enrollment for at least 3 dissertation hours each semester must be maintained until the degree is completed. Once admitted to candidacy, students must complete all degree requirements (i.e. the dissertation) within five years. Extensions of time will be granted only upon approval by the student's Committee on Studies, the History Department Graduate Advisory Committee, and OGS.

The Department of History adopts the latest edition of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* as the guide to style for all dissertations. All deviations in style from Turabian must be approved by a student's dissertation committee. Please consult the pages of the Office of Graduate Studies for detailed requirements for formatting the final dissertation manuscript. All dissertations must be written in English.

3. The Dissertation Defense

After completion of the dissertation, and before it is submitted to OGS, all candidates must complete an oral defense of the dissertation in front of their dissertation committees. In order to graduate in a given semester, the examination must be held at a reasonable time prior to the published dates for submission of dissertation to OGS (see below). At least three weeks prior to the dissertation defense, the candidate will inform department administrators of the date and time of the scheduled defense and, at least two weeks prior, the candidate must submit a complete copy of the dissertation to each member of the examination committee. The dissertation director will chair the examination, which will involve all members of the dissertation committee. The examination is open to all members of the UNM community.

Doctoral dissertations must be submitted to committee members, the department chair, and OGS according to the following schedule:

<i>Submit to:</i>	<i>Dissertation Committee</i>	<i>Department Chair</i>	<i>OGS</i>
Fall Semester	October 1	November 1	November 15
Spring Semester	March 1	April 1	April 15

(Summer defense and submission of the dissertation are only permitted under extraordinary circumstances.)

### APPENDIX A: Steps to Completing the Doctorate in History ('007)

TIME FRAME	STUDENT ACTIONS	FORMS REQUIRED
Semesters 1-4	<p>I. PROGRAM OF STUDY</p> <p><i>Define Program of Study:</i></p> <ul style="list-style-type: none"> <li>• Consult Graduate Coordinator</li> <li>• Choose Academic Advisor and Concentrations</li> <li>• Form Committee on Studies (COS)</li> </ul> <p><i>Fulfill Language Requirement(s):</i></p> <ul style="list-style-type: none"> <li>• Exam(s) or</li> <li>• Language Courses</li> </ul> <p><i>Complete Coursework:</i></p> <ul style="list-style-type: none"> <li>• Take <i>Advanced Historiography</i> (664) and <i>Historical Research Methods</i> (665)</li> <li>• Regional Concentration (15 credits)</li> <li>• Thematic Concentration (9 credits)</li> <li>• Outside Field/Public History (6 credits)</li> </ul>	<p>“Committee on Studies” (Semester 2)</p> <p>“Application for Candidacy for the Doctoral or MFA Degree” (Semester 4)</p>
Semesters 4-5	<p>II. QUALIFYING EXAMINATION</p> <p><i>Form Committee for Qualifying Exam (CQE)</i></p> <p><i>Take the Examination</i></p> <ul style="list-style-type: none"> <li>• Prepare and Submit Dossier</li> <li>• Take Oral Examination</li> <li>• Make Public Presentation</li> </ul>	<p>“Committee for Qualifying Exam” (Semester 4)</p>
Thereafter (up to 5 years)	<p>III. DISSERTATION</p> <p><i>Establish Dissertation Committee</i></p> <p><i>Write the Dissertation</i></p> <ul style="list-style-type: none"> <li>• Submit and Defend Prospectus</li> <li>• Research and Write Dissertation</li> <li>• Defend Dissertation</li> </ul>	<p>“Appointment of Dissertation Committee”</p> <p>“Approval of Dissertation Prospectus”</p>

**APPENDIX B: Course Requirements for the Doctorate in History ('007)**

<p align="center"><b>REGIONAL CONCENTRATION</b></p> <ol style="list-style-type: none"> <li>1. U.S./American West (Specializations: U.S. to 1877, U.S. since 1877, American West)</li> <li>2. Latin America (Specializations: Early Latin America (to 1810), Modern Latin America (since 1810))</li> <li>3. Europe (Specializations: Late Antiquity and the Middle Ages, Middle Ages and Early Modern Europe, Modern Europe)</li> </ol> <p><b>Distribution of courses:</b></p> <ul style="list-style-type: none"> <li>• At least 5 courses, totaling <b>15 credit hours</b></li> <li>• At least 3 courses in Specialization</li> <li>• At least 2 courses in Regional Concentration but outside of Specialization</li> <li>• At least 4 seminars, including 1 research seminar</li> </ul>	<p align="center"><b>THEMATIC CONCENTRATION</b></p> <ol style="list-style-type: none"> <li>1. Gender and Sexuality</li> <li>2. Race and Ethnicity</li> <li>3. Frontiers and Borderlands</li> <li>4. War and Society</li> <li>5. Environmental History</li> <li>6. Religion</li> <li>7. Politics and Economy</li> </ol> <p><b>Distribution of courses:</b></p> <ul style="list-style-type: none"> <li>• At least 3 courses, totaling <b>9 credit hours</b></li> <li>• At least 1 course outside Regional Concentration</li> <li>• At least 2 seminars, including 1 research seminar</li> </ul>
<p align="center"><b>ADVANCED HISTORIOGRAPHY (664) AND HISTORICAL RESEARCH METHODS (665)</b></p> <ul style="list-style-type: none"> <li>• 2 courses, <b>6 credit hours</b></li> </ul>	
<p align="center"><b>OUTSIDE FIELD/PUBLIC HISTORY</b></p> <ul style="list-style-type: none"> <li>• 2 courses, <b>6 credit hours</b></li> <li>• Graduate-level courses</li> <li>• Both classes taken in another Department or Program or in the field of Public History</li> </ul>	
<p align="center"><b>ELECTIVES</b></p> <ul style="list-style-type: none"> <li>• 4 graduate-level courses, <b>12 credit hours</b></li> <li>• May include Dissertation/Professionalization Workshop (696)</li> </ul>	
<p align="center"><b>Total Graduate-level Credit Hours: 48</b></p>	

## **APPENDIX C: Regional Concentrations**

**U.S./American West** (Ball, Cahill, Connell-Szasz, Denetdale, Garcia y Griego, Hutton, Moy, Reyes, Sandoval-Strausz, Scharff, Smith, Szasz, Truett, Yazawa)

The Department of History offers a regional concentration in United States/American Western History. The U.S. faculty focuses on American Colonial History, Constitutional and Legal History, Gender, Social, and Intellectual History, as well as twentieth-century politics and economics. In addition, about nine faculty members teach and write on some aspect of the American West, with areas of specialization that include the Spanish Borderlands, Native American history, Environmental History, western Popular Culture, western Religion, Women in the West, Science in the West, and the twentieth-century West. Since about a third of the department specializes in some aspect of the History of the West, UNM boasts one of the most intense regional programs now available.

**Latin America** (Bieber, Gauderman, Garcia y Griego, Hall, Hutchison, Radding, Reyes, Sanabria, Truett)

Students who select Latin America as a regional field will benefit from diverse faculty whose research specializations encompass Mexico (and the U.S.-Mexican border), the Andes, Brazil, and the Southern Cone. Topically our research and teaching interests complement the thematic concentrations, with strengths in gender and sexuality, race and ethnicity, environmental history, religion, and political economy. Within the Latin America regional field, students will have the option of specializing on the early or modern periods while simultaneously enjoying the opportunity for a broader general preparation that encompasses both periods.

**Europe** (Bokovoy, Ferguson, Graham, McLoughlin, Sanabria, Sizgorich, Slaughter, Spidle, Steen)

Students who select Europe as a regional field will benefit from diverse faculty whose research specializations encompass the Late Antiquity, Medieval, Early Modern, and Modern periods. Regional interests are Iberia, the Mediterranean, France, Italy, the Balkans, France, the British Isles, the Low Countries, Russia, and Eastern Europe. Topically our research and teaching interests complement the new Carnegie thematic fields: Gender and Sexuality, Religion, Race and Ethnicity, War and Society, Frontiers and Borderlands, Environment, Politics and Economy. The specializations within the European field are: Late Antiquity and Medieval; Medieval and Early Modern; and Modern.

## APPENDIX D: Thematic Concentrations

**Gender & Sexuality** (Ball, Bokovoy, Cahill, Denetdale, Ferguson, Gauderman, Hall, Hutchison, McLoughlin, Reyes, Sizgorich, Slaughter, Scharff) In all societies, people articulate and represent relations of power through gender. Gender grows out of, and in turn structures institutions and material conditions. At a biological level, most human beings encounter the world through bodies that are similar in most regards, but different according to variations that make us male and female. But what those differences mean to us—culturally and materially—are questions we work out socially. Gender varies from place to place, and time to time, but gender is present in all societies. In order to understand how history is gendered, we need to know women’s history. The field of women and gender history, in research, teaching and method, will engage historical topics including: sexuality, work, family, religion, education, law, art, politics, technology, and environment.

**Race and Ethnicity** (Bieber, Bokovoy, Cahill, Connell-Szasz, Denetdale, Gauderman, Radding, Reyes, Sanabria, Sandoval-Strausz, Scharff, Steen, Truett, Yazawa) Understandings of race and ethnicity shape modern day social relations much as they have shaped the historical past. This field examines how notions of race and ethnicity are defined, sustained and transformed over time and explores how political, social and economic consequences that arise from competing ideas of racial and ethnic identity. We do not see race and ethnicity as discrete phenomena; instead we will examine the ways in which they overlap or merge both ideologically and in terms of identity-based political and social movements. Concepts of culture and cultural change will also be incorporated into this field.

**Frontiers and Borderlands** (Ball, Bieber, Bokovoy, Cahill, Connell-Szasz, Denetdale, Gauderman, Hall, Hutton, Porter, Radding, Reyes, Risso, Sanabria, Scharff, Sizgorich, Smith, Truett) Envisioning a frontier as a “peripheral geographic area where economic and political incorporation is not assured, and where the outcome of cultural encounters remains in doubt” permits exploration of multiple forms of cross-cultural influence: power, trade, migration, ideas and identity. Conceiving of borderlands as geographical spaces that are both land- and sea-based also allows an exploration of imperial (and non-imperial) relations in the broadest possible context. This is a field that seeks to generate dialogue between diverse geographical regions such as the Atlantic, Pacific, and Indian Oceans, the Mediterranean, Central Asia, Africa, the Americas, and Europe.

**War and Society** (Ball, Bokovoy, Hall, Hutton, Moy, Porter, Sizgorich, Slaughter, Steen, Szasz, Yazawa) War has been defined as “the violent clash of organized social units” and such clashes have taken place from the beginning of recorded time and in all parts of the world. It has shaped and reconfigured local, regional, national, and international borders, relationships, and systems, and prompted social, cultural, and political changes. Internal wars and revolutions profoundly impact civil society. War is capable of being studied from a wide variety of perspectives including traditional military history and political analysis of the role that war may play in state. More recently, historians of war have adopted methodologies from economic, social and cultural history. They have begun to look at the consumption of wartime propaganda and military culture and the material and emotional experience of the non-combatant, the effects of war on gender identities (both male and female), and the dynamics of military regimes,

paramilitary organizations, and the blurring of the historical distinctions between 'war' and 'peace'.

**Environmental History** (Cahill, Moy, Radding, Sandoval-Strausz, Scharff, Spidle, Truett) To understand, shape, and control nature have been long-standing goals of many human societies. This thematic field of concentration focuses on the ways that historical engagement with urban and rural environments, conceptions of nature, and development and application of technologies have shaped – and been shaped by – cultural values, social interactions, political dynamics, and economic exchange. We also seek to understand the ways in which space and time are mutually constitutive, and to see how landscapes, as the physical meeting points of culture, nature, space and time) both structure and respond to historical change.

**Religion** (Hall, Gauderman, Graham, Hutchison, McLoughlin, Risso, Sanabria, Sizgorich, Sandoval-Strausz, Steen, Szasz, Yazawa) This field deals with the interplay of spiritual beliefs and secular power, an enduring and difficult historical theme. Religious belief and practice have helped to shape political, social, cultural, and intellectual forms over time. In some cases (ancient Europe, early Islamic Middle East) state and religious practice have been all but synonymous. In others such as medieval Europe, religion has simultaneously opposed secular government and provided the theoretical framework on which that government's legitimacy depended. At various times, religion has provided an ideology for conquest and colonization (the Crusades, the sixteenth-century European expansion) and doctrines of resistance and revolution (European reformation, modern liberation theology). Religious texts have provided the intellectual foundations for erudite and obscure theological speculation, while at the same time popular festivals and ceremonies for the same religions were helping to forge common cultural and state identities. Spiritual impulses continue to motivate mass social action and provide inspiration for intellectual and artistic endeavors. This thematic focus, therefore, highlights a historical theme of broad importance that will enrich most any future program of teaching and research.

**Politics and Economy** (Ball, Bieber, Bokovoy, Cahill, Ferguson, Hall, Hutchison, Hutton, McLoughlin, Moy, Radding, Sanabria, Sandoval-Strausz, Sizgorich, Slaughter, Smith, Truett, Yazawa) This field deals with the many ways in which societies allocate resources, distribute power, and administer populations. Political decision making and economic restructuring have long been leading explanations for historical change, and we therefore focus on the particular dynamics of governance, law, state formation, production, trade, and consumption. Students will be trained to recognize politics as encompassing international diplomacy, public culture, the instrumentalities of dynastic and democratic states, and popular movements, as well as the exercise of small-scale, everyday authority through status, comportment, persuasion, violence, and resistance. The economic realm is likewise broadly defined to include everything from local subsistence and barter economies to national and imperial markets to capitalism and globalization.