WELCOME TO GRADUATE HISTORY
AT BOSTON COLLEGE

Boston College’s graduate programs in history attract talented students from around the world. We offer M.A. and Ph.D. programs with training in a number of regional and thematic specialties; British, medieval, U.S. and modern European history have long been strengths of the department. Emerging areas of faculty expertise and graduate student interest include South Asian, East Asian and Latin American history. In addition, the department trains in a range of comparative and transnational areas, with particular interest in the history of religion, empires and legacies, the Atlantic world, urban history and transnational history.

The Department of History welcomes a small class of new graduate students each September; our program’s size ensures individualized attention and considerable flexibility in designing one’s plan of study. All Ph.D. students are guaranteed funding through their fifth year in the program, assuming successful completion of requirements. Graduate students gain experience teaching in the two-semester core history sequence, first as teaching assistants and later as teaching fellows in charge of their own classes. Faculty and graduate students come together regularly for conversations about the craft of teaching history.

Historians at Boston College benefit from our location in one of the world’s great centers of academic life. A range of neighboring universities, libraries and cultural institutions enrich our work. In particular, ongoing collaborations with graduate programs at Boston University, Brandeis University and Tufts University allow our graduate students to tap into a remarkable network of world-class scholars. Several students and faculty also take part in the Center for European Studies, the Fairbank Center for East Asian Research, the Reischauer Institute of Japanese Studies and the South Asia Initiative at Harvard, as well as the Graduate Consortium in Women’s Studies at MIT. Ongoing seminars and lecture series at the Massachusetts Historical Society, the Boston Public Library and the Museum of Fine Arts bring together lively communities of scholars interested in a range of subfields and other disciplines. In all, Boston College offers an unparalleled site for pursuing advanced study in history. We hope that you will consider joining our thriving intellectual community.

PROGRAM OVERVIEW

Ph.D. Program

The Ph.D. program is research-based, requiring special commitment and skills. While the degree is not granted for routine adherence to certain regulations or for the successful completion of a specified number of courses, there are certain basic requirements.

FACULTY ADVISOR

During the first two semesters of full-time study, doctoral students choose a faculty advisor to oversee their progress in preparing for comprehensive exams and in developing a dissertation topic.
COURSE AND RESIDENCY REQUIREMENTS
Students entering directly into the Ph.D. program are required to complete 39 credits, 36 of which are to be taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars, at least three colloquia (the Introduction to Doctoral Studies, one in the major and one in an auxiliary area) and the Dissertation Seminar.

PLAN OF STUDY
The plan of study consists of a major and two auxiliary fields of study. In exceptional cases, a student may add a third auxiliary field with the approval of the advisor and the director of graduate studies. In each field students typically complete formal coursework and master a reading list of important books and articles. With the approval of their faculty advisor and the director of graduate studies, students may offer as one of the two auxiliary fields a discipline related to history or a historical field which cuts across traditional geographical or chronological boundaries. If necessary for a student’s program of study, the department may require advanced-level work in a related discipline either as an auxiliary field or as supplemental work. A student’s plan of study may be reviewed, evaluated and revised as necessary. However, changes must be approved by the faculty advisor and the director of graduate studies.

LANGUAGE REQUIREMENT
Ph.D. candidates must pass two language exams before the oral comprehensive examination. Students must pass one language exam during the first year in the program, and the second exam before taking the oral comprehensive examination. Students studying medieval European history must demonstrate competency in three languages, one of which must be Latin or Greek, and must pass their third language exam within one year of their oral comprehensive exam. Students concentrating in U.S. history may petition the Graduate Committee to replace a second language with a field of methodological or theoretical relevance to their program of study or competency in a second foreign language. The petition must describe the field of study and why it is important for the student’s plan of study, particularly for the dissertation. The student’s faculty advisor is responsible for ensuring that the student has acquired the appropriate competency in that field.

THE COMPREHENSIVE EXAM
The oral comprehensive examination for Ph.D. students is conducted by an examining board composed of three faculty members: one from the major field and one from each of the auxiliary fields. A written examination may be substituted for an oral exam at the joint discretion of the student and the examining board.

Students must complete the oral comprehensive exam before the second semester of the third year of study. Students are responsible for selecting their fields of study, identifying faculty members who will serve as examiners and compiling reading lists. Students must constitute an examining board and compile reading lists in their second year of study to ensure that they have adequate time to prepare for the examination.

THE DISSERTATION
Students must have a dissertation topic before taking and passing comprehensive exams. The last three credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student’s dissertation committee, consisting of three faculty, one of whom is designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—as well as the director of graduate studies. It must also be defended at a public oral defense.

M.A. Program
The M.A. in history offers students an opportunity for sustained study and research within select areas of history. The M.A. is a “taught” degree, meaning that while students will take at least one research seminar and have the opportunity to write a thesis, the degree is largely based on coursework. The M.A. is a terminal degree, but many students use it to strengthen their applications to Ph.D. programs. Others will find employment in education, public history, archives and the private sector.
PROGRAM OVERVIEW

REQUIREMENTS
M.A. students are required to take a total of 30 credits or 10 courses. Students are required to take at least one colloquium and one seminar, but those who are considering continuing their graduate education beyond the M.A. should consider taking more than this minimum. Classes with a number above HIST-4000 count toward the degree. Students are not allowed to complete the M.A. program by attending only summer sessions; at least four courses (12 credits) must be taken during the regular academic year.

PLAN OF STUDY
All candidates for the M.A. in history are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In selecting courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major field and a minor field. As many as seven courses (21 credit hours) can be taken in the major field. Major fields for the M.A. include:
- U.S. history
- Medieval history
- Early Modern European history
- Modern European history
- British and Irish history
- South Asian history
- East Asian history
- Latin American history
- Middle Eastern history
- International and global history

The minor field is made up of a minimum of three courses (nine credit hours), at least one of which must be at the 7000 level or above. Minor fields can be chosen from the above list of major fields or can be thematic or topical. Such fields, for example, could include economic, social or labor history; or could concern race, gender or sexuality in the writing of history. Minor fields must be approved by the director of graduate studies.

Students may take up to three courses outside the Department of History. Most students take courses in other Morrissey College of Arts and Sciences departments; these do not require prior approval. If a student wishes to take courses outside of Arts and Sciences (e.g., the Lynch School of Education or the School of Theology and Ministry), then the student must obtain written permission from administrators of that program as well as the director of graduate studies. Boston College is also a member with Boston University, Tufts University and Brandeis University of the Boston Area Consortium. Students are allowed to enroll in one course per semester at one of these universities.

In addition to the departmental offerings, it is possible to do minor fields in archival management and in cultural heritage/public history through the Graduate School of Library and Information Sciences at Simmons College.

LANGUAGE REQUIREMENT
M.A. candidates are required to pass a foreign language reading examination before they graduate. Students who are concentrating in Medieval history must take the Latin exam.

EXAM AND THESIS
Students must complete one of the following culminating examinations:

(1) Students can sit for an oral comprehensive exam administered by the student’s advisor and a faculty member from the minor area.

(2) Students can prepare a portfolio of lesson plans, course materials and selected primary source readings that could be used in teaching at the secondary level (the student will sit for an oral examination on this material with two faculty members, one from the major and one from the minor areas).

(3) Students may complete a six-credit thesis in their final year in the program, culminating in an oral defense of the thesis before a committee of two faculty members.

M.A.T. PROGRAM
The Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Lynch Graduate School of Education (LGSOE). Course requirements vary depending upon the candidate’s prior teaching experience; however, all master’s programs leading to certification in secondary education include practice experiences in addition to coursework. For further information on the M.A.T., please contact the LGSOE Office of Graduate Admissions at 617-552-4214.
FACULTY PROFILES

JULIAN BOURG
Associate Professor and Associate Dean of the Core
Ph.D., University of California, Berkeley, 2001

FIELDS OF INTEREST
Modern European intellectual and cultural history; modern French history; the 1960s; terror and political violence; French theory

ACADEMIC PROFILE
Professor Bourg’s teaching interests include courses on 19th- and 20th-century European intellectual history, intellectuals and politics, the history of terrorism, history and film, modernism and postmodernism, and biopower. His first book, From Revolution to Ethics, winner of the 2008 Morris D. Forkosch Prize from the Journal of the History of Ideas, examined the revival of the theme of ethics among French intellectuals in the wake of the student and worker revolts of May 1968. He has also translated and introduced a book by famed political philosopher Claude Lefort on the meaning of the collapse of communism. Professor Bourg is currently writing a book on the history of the relationship between terror and democracy since the 18th century. His continuing interests include French theory, particularly the thought of Michel Foucault; the relationship between ethics and aesthetics; and 20th-century French Catholic intellectuals. Professor Bourg serves on the editorial board of Modern Intellectual History and is the past recipient of a Mellon Postdoctoral Fellowship in Interdisciplinary Studies at Washington University in St. Louis, a Fulbright Fellowship and a Charlotte Newcombe Fellowship from the Woodrow Wilson Foundation.

REPRESENTATIVE PUBLICATIONS
❖ “Tempered Nostalgia in Recent French Films on the ’68 Years.” In The Long 1968, ed. R. van Dijk et al. (2013)
❖ From Revolution to Ethics: May 1968 and Contemporary French Thought (2007)

BENJAMIN BRAUDE
Associate Professor
Ph.D., Harvard University, 1978

FIELDS OF INTEREST
Race and the construction of collective identities in the Middle East and Europe; Ottoman history; Jewish history

ACADEMIC PROFILE
Professor Braude teaches courses on the Middle East and on European-Middle Eastern relations. In addition to those interests, his research focuses on religious, racial and ethnic identities in Jewish, Christian and Muslim culture. Currently, he is completing Sex, Slavery, and Racism: The Secret History of the Sons of Noah, which examines the construction of attitudes toward color and identity from the ancient Near East and the classical world to the present. More broadly, he is interested in post-national conceptions of historiography. He has been a visiting professor at the École des Hautes Études en Sciences Sociales in Paris and a fellow at the Institute for Advanced Studies at the Hebrew University in Jerusalem.

REPRESENTATIVE PUBLICATIONS

JAMES CRONIN
Professor
Ph.D., Brandeis University, 1977

FIELDS OF INTEREST
Modern Britain; modern European social and economic history; state and society in Europe since 1750; contemporary history; comparative history

ACADEMIC PROFILE
Professor Cronin teaches modern history and works with graduate students on a wide range of topics in British, European and international history. Over the past decade, his research interests have involved the relationship between states and social structures and the rise and fall of the Cold War world order. His most recent book focused on the making of “New Labour” in Britain and its implications for the evolution of social democracy in Europe. He is currently working on a study of British
and American foreign policy, and the Anglo-American alliance, since the crisis of the 1970s. Professor Cronin is an associate of the Center for European Studies at Harvard University, where he co-chairs the British Study Group, and he serves on the editorial boards of the *Journal of Social History* and *British Politics*. He has been awarded fellowships by the National Endowment for the Humanities, the American Council of Learned Societies, the German Marshall Fund and the Earhart Foundation. He is also a fellow of the Royal Historical Society.

**REPRESENTATIVE PUBLICATIONS**

- Global Rules: *America and Britain in a Disordered World* (2014)
- *What’s Left of the Left* (2011)

**NICOLE EATON**

Assistant Professor

Ph.D., University of California, Berkeley, 2013

**FIELDS OF INTEREST**

Modern European social and cultural history; modern Russian and Soviet history; German and East Central European history; the Second World War and the Eastern Front; everyday life; micro-history; urban history

**ACADEMIC PROFILE**

Professor Eaton’s teaching interests include courses on Soviet history and the Russian empire, the Second World War and European history of cities and everyday life. She is currently working on a book on the extended German–Soviet encounter in Königsberg/Kaliningrad during the 1940s—the only place ruled by both Nazi Germany and Stalin’s Soviet Russia as their own patrimony. The book explores the way both regimes attempted to transform the city’s urban space and its inhabitants, arguing that the intersection of national prescriptions and local conditions gave rise to conflicting practices in the lived experience of both regimes and their understanding of each other.

**REPRESENTATIVE PUBLICATIONS**

- “Recycling in Britain After the Fall of Rome’s Metal Economy,” *Past and Present* (2012)
- Britain After Rome: The Fall and Rise c. 400 to 1070 (2010)
- Kings and Lords in Conquest England (1991)

---

**ROBIN FLEMING**

Professor

Ph.D., University of California, Santa Barbara, 1984

**FIELDS OF INTEREST**

Anglo-Saxon and Anglo-Norman England; material culture

**ACADEMIC PROFILE**

Professor Fleming teaches courses on late Roman and early medieval history, the Vikings, ancient and medieval historical writing and material culture. She has written on the political history of Viking, Anglo-Saxon and Anglo-Norman England; early medieval material culture and osteoarchaeology; historical writing in the early Middle Ages; English law before the Common Law; Domesday Book; and 19th-century medievalism. She is currently investigating Britain in the century before and after Rome’s fall, attempting to determine how Roman ways of life, identity, burial and status marking changed once the Roman economy collapsed and connections to the wider Roman world began to unravel. She has received grants or fellowships from the National Endowment for the Humanities; the Harvard Society of Fellows; the Bunting Institute; the Institute for Advanced Study, Princeton; the Radcliffe Institute of Advanced Studies at Harvard University; and the Guggenheim Foundation. She is a fellow of the Massachusetts Historical Society, the Royal Historical Society and the London Society of Antiquaries. In 2006, she received the first annual Boston College Graduate School of Arts and Sciences Faculty Mentoring Award, and in 2013, she received a MacArthur Fellowship.

**REPRESENTATIVE PUBLICATIONS**

- “Recycling in Britain After the Fall of Rome’s Metal Economy,” *Past and Present* (2012)
- Britain After Rome: The Fall and Rise c. 400 to 1070 (2010)
- Kings and Lords in Conquest England (1991)
<table>
<thead>
<tr>
<th>Charles Gallagher, S.J.</th>
<th>Penelope Ismay</th>
<th>Seth Jacobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Professor</strong></td>
<td><strong>Cooney Family Assistant Professor</strong></td>
<td><strong>Professor</strong></td>
</tr>
<tr>
<td>Ph.D., Marquette University, 1998</td>
<td>Ph.D., University of California, Berkeley, 2010</td>
<td>Ph.D., Northwestern University, 2000</td>
</tr>
<tr>
<td><strong>FIELDS OF INTEREST</strong></td>
<td><strong>FIELDS OF INTEREST</strong></td>
<td><strong>FIELDS OF INTEREST</strong></td>
</tr>
<tr>
<td>American Catholic history; Vatican diplomacy; U.S. diplomatic history; 19th-and 20th-century American social history; American religious history; history of the Holocaust</td>
<td>Early Modern and Modern European social history; Britain and the British empire; social history of the economy; urbanization and migration; modernity</td>
<td>20th-century U.S.; U.S. foreign policy; U.S.-Asian relations</td>
</tr>
<tr>
<td><strong>ACADEMIC PROFILE</strong></td>
<td><strong>ACADEMIC PROFILE</strong></td>
<td><strong>ACADEMIC PROFILE</strong></td>
</tr>
<tr>
<td>Professor Gallagher came to Boston College from the Geneva School of Diplomacy and International Relations in 2010, where he was a visiting fellow, teaching undergraduate and doctoral courses on religion and international relations. From 2004 to 2006, he taught in the Department of History at the College of the Holy Cross in Worcester, Massachusetts. In 2008, he published <em>Vatican Secret Diplomacy: Joseph P. Hurley and Pope Pius XII</em>, which won the John Gilmary Shea Prize from the American Catholic Historical Association. His interests include American Catholicism, papal diplomacy, international relations, the Holocaust and intelligence history. Professor Gallagher is currently writing a book examining the role of U.S. counterintelligence and the American Catholic Church prior to and during World War II. In 2012, he edited, along with Alberto Melloni (Bologna) and David Kertzer (Brown), a volume of essays entitled <em>Pius XI in America: Proceedings from the Conference at Brown University</em>.</td>
<td>Professor Ismay is interested in how the radical changes associated with modernity were made socially meaningful in Britain and around the world. Her current project examines the surprising ways in which Britons used friendly societies to navigate the new social landscape of rapidly growing urban centers in the late 18th and 19th centuries. She teaches courses on early modern and modern Britain and its empire; revolution and social trust in modern Europe; money and credit; and sociability and associational life.</td>
<td></td>
</tr>
<tr>
<td><strong>REPRESENTATIVE PUBLICATIONS</strong></td>
<td><strong>REPRESENTATIVE PUBLICATION</strong></td>
<td><strong>REPRESENTATIVE PUBLICATIONS</strong></td>
</tr>
</tbody>
</table>
FACULTY PROFILES


MARI LYNN JOHNSON
Professor
Ph.D., New York University, 1990

FIELDS OF INTEREST
Modern U.S. urban, immigration and social history; American West

ACADEMIC PROFILE
Professor Johnson’s work focuses on urban social relations in late 19th- and 20th-century America. She teaches courses on social movements, urban and working-class history, violence and the American West. Her earlier work looked at internal migration during World War II, policing brutality and violence on the mining and cattle frontiers. Her latest book, The New Bostonians, explores the history of new immigrants in Greater Boston since the 1960s. She is now launching a digital history project and website on Boston area immigration.

REPRESENTATIVE PUBLICATIONS
- The New Bostonians: How Immigrants Have Transformed the Metro Area Since the 1960s (2015)
- Violence in the West: The Johnson County Range War and the Ludlow Massacre, A Brief History with Documents (2008)

KEVIN KENNY
Professor
Ph.D., Columbia University, 1994

FIELDS OF INTEREST
Migration; diaspora; labor; empire

ACADEMIC PROFILE
Professor Kenny’s principal area of research and teaching is the history of American immigration, labor and global migration. He has written several books on these subjects. Making Sense of the Molly Maguires examines how traditions of Irish agrarian protest were translated into an American industrial setting. The American Irish: A History offers a survey of the field since 1700. Peaceable Kingdom Lost analyzes the unraveling of William Penn’s vision of harmonious co-existence for Native Americans and European colonists. Professor Kenny’s most recent book, Diaspora: A Very Short Introduction, examines the origins, meaning and utility of a central concept in the study of migration, with particular reference to Jewish, African, Irish and Asian history. He is currently researching the intersection of immigration history with slavery from the American Revolution through Reconstruction.

REPRESENTATIVE PUBLICATIONS
- Peaceable Kingdom Lost (2009)
- Making Sense of the Molly Maguires (1998)

PRIYA LAL
Associate Professor
Ph.D., New York University, 2011

FIELDS OF INTEREST
Modern African history, with a focus on East Africa; decolonization and nationalism; development; African socialism; gender

ACADEMIC PROFILE
Professor Lal teaches courses on African history, modern world history and historical methods. Her research focuses on the politics of national development in decolonization-era and postcolonial Africa. Professor Lal’s first book, African Socialism in Postcolonial Tanzania: Between the Village and the World, tells the story of Tanzania’s socialist experiment, the ujamaa villagization initiative of 1967–1975. Drawing on a wide range of oral and written sources, this study examines the political imagery of ujamaa (Swahili for “familyhood”) and explores the varied ways in which ujamaa policy was implemented and experienced. More broadly, it restores a sense of possibility and process to the early years of African independence, refines prevailing theories of nation building and postcolonial development and expands our understanding of the 1960s and 1970s world. Currently, Professor Lal is working on a second
book, tentatively entitled *Human Resources*, about the training, labor and circulation of skilled medical and educational workers in and beyond southeastern Africa since independence.

**Representative Publications**

**Cynthia L. Lyerly**
Associate Professor
Ph.D., Rice University, 1995

**Fields of Interest**
American women, with a special interest in gender ideology; religion; women and race; history of the South

**Academic Profile**
Professor Lyerly teaches courses in American women’s history, race, gender and the Old South. She is currently at work on her second book, *Thomas Dixon, Jr.: Apostle of Hate*, about the well-known minister, playwright, lecturer, “professional Southerner” yet resident of New York City, “Social Gospel” preacher, rabid racist and author of dozens of popular novels, including *The Clansman*, upon which D.W. Griffith’s infamous film, *Birth of a Nation*, was based.

**Representative Publications**
- “A Tale of Two Patriarchs; Or, How a Eunuch and a Wife Created a Family in the Church,” *Journal of Family History* (2003)

**Patrick J. Maney**
Professor
Ph.D., University of Maryland, 1976

**Fields of Interest**
U.S. history, 1865-present; presidency; Congress

**Academic Profile**
Professor Maney teaches modern American history with an emphasis on politics and the presidency. He has written biographies of Franklin D. Roosevelt and New Deal Senator Robert La Follette, Jr., one of the most prominent U.S. senators of the 1930s and 1940s until his defeat by Joseph McCarthy. His most recent book examines the presidency of Bill Clinton. A native of Wisconsin, he has served as dean of the Morrissey College of Arts and Sciences at Boston College and as chair of the history departments at the University of South Carolina in Columbia and at Tulane University in New Orleans. He has appeared on public television, C-SPAN and National Public Radio.

**Representative Publications**
- *Bill Clinton: New Gilded Age President* (2016)
- “The Legend of FDR’s First 100 Days in Office,” *The Boston Globe* (and elsewhere), Feb. 18, 2009
- “Joseph’s McCarthy’s First Victim,” *Virginia Quarterly Review* (Summer 2001)
- “They Sang for Roosevelt: Songs of the People in the Age of FDR,” *Journal of American and Comparative Cultures* (Spring 2009)

**Robert Aleksander Maryks**
Associate Professor
Ph.D., Fordham University, 2006

**Fields of Interest**
Early modern religious history; Jesuit history; racial laws

**Academic Profile**
Professor Maryks’ major area of research and teaching is the history of the Society of Jesus. He is editor of *Jesuit Sources* and associate director of the Institute for Advanced Jesuit Studies at BC, editor-in-chief of the *Journal of Jesuit Studies* and of the book series *Jesuit Studies* and general editor of *The Boston College Jesuit Bibliography: The New Sommervogel.*
FACULTY PROFILES

ZACHARY A. MATUS
Assistant Professor
Ph.D., Harvard University, 2010

FIELDS OF INTEREST
European high and late Middle Ages; alchemy; naturalism and science; apocalypticism

ACADEMIC PROFILE
Professor Matus’ teaching interests include the intellectual and cultural history of Europe during the high and late Middle Ages. He is particularly concerned with intersections between religious, magical and scientific activities. His book project examines how various members of the Franciscan Order justified alchemical practice as a quintessentially Christian endeavor in spite of increasing ecclesiastical suspicion that alchemy was either fraudulent or demonically inspired. Professor Matus is a past Fulbright scholar.

REPRESENTATIVE PUBLICATIONS
“Resurrected Bodies and Roger Bacon’s Elixir,” Ambix (2013)
“Alchemy and Christianity in the Middle Ages,” History Compass (2012)

KAREN K. MILLER
Assistant Professor in the Practice of History
Ph.D., University of California, Santa Barbara, 1986

FIELDS OF INTEREST
Afro-American history; history of African-American women; American social history; history of higher education

ACADEMIC PROFILE
Professor Miller teaches Afro-American history and the history of Black women in the United States. She has also taught and done research in the areas of institutional and social policy. Her current project, “Black Studies in Higher Education: The California Experience, 1965-1985,” treats the history of Black Studies within the context of 20th-century higher education. She is also working on a series of articles concerning the intersection of gender, myth and public policy. She has been a fellow at the W.E.B. DuBois Institute at Harvard and has received grants and fellowships from the Ford Foundation, National Research Council and the University of Illinois.

REPRESENTATIVE PUBLICATIONS

YAJUN MO
Assistant Professor
Ph.D., University of California, Santa Cruz, 2011

FIELDS OF INTEREST
Modern China; modern East Asia; modern Chinese social and cultural history; history of travel and tourism; history of photography; women’s and gender history

ACADEMIC PROFILE
Professor Mo is currently at work on two projects: a book manuscript titled Itineraries for a Republic, Travel Culture and Tourism in Modern China, 1866-1954, which traces the development of modern Chinese tourism and diverse experiences of travel in modern China, and a study of Zhuang Xueben, one of the first ethnographic photographers in modern China.

REPRESENTATIVE PUBLICATIONS
**Arissa Oh**  
Associate Professor  
Ph.D., University of Chicago, 2008  

**Fields of Interest**  
20th-century U.S.; U.S. immigration and race; Asian-American history; family and kinship; Cold War social policy; gender  

**Academic Profile**  
Professor Oh’s current project examines the origins of the practice of Korean and international adoption. Her research and teaching interests include immigration and race in U.S. history, transnational Asian-American history and Cold War social and political history.  

**Representative Publications**  

---

**James O’Toole**  
Professor and Clough Millennium Chair in History  
Ph.D., Boston College, 1987  

**Fields of Interest**  
American religion; American Catholic history; history of information  

**Academic Profile**  
Professor O’Toole teaches courses in the history of American religion and the history of American Catholicism. His interests lie in the history of religious practice and popular devotional life. He has published a general history of the American Catholic laity, from colonial times to the present, and he is also studying the history of the practice of confession in America. He is currently writing a new history of Boston College.  

**Representative Publications**  

---

**Kevin O’Neill**  
Associate Professor  
Ph.D., Brown University, 1979  

**Fields of Interest**  
Ireland; rural society; famine; Atlantic economy  

**Academic Profile**  
Professor O’Neill was co-founder of the Irish Studies Program at Boston College. His research concentrates on the interaction of traditional agricultural societies and a growing world economy, with a special focus upon pre-famine Ireland. He is currently involved in a village-level study of popular and elite understandings of the social, gender and economic dynamics involved in the commercialization of Irish society, 1750-1820.  

**Representative Publications**  
- *Family and Farm in Pre-famine Ireland: The Parish of Killeshandra* (2003 [1984])  

---

**Prasannan Parthasarathi**  
Professor  
Ph.D., Harvard University, 1992  

**Fields of Interest**  
Modern South Asian history; global history; labor history; economic history; environmental history  

**Academic Profile**  
Professor Parthasarathi joined the faculty in the fall of 1998. He teaches courses on modern South Asia, global history and environmental history. He is now engaged in a study of environmental change, agriculture and labor in 19th-century South India. His research has been supported by fellowships from the Dibner Institute, the American Council for Learned Societies and the Radcliffe Institute for Advanced Study. He is a senior editor of *International Labor and Working Class History* and serves on the editorial boards of a number of journals, including *Textile History, The Medieval History Journal* and the *American Historical Review*.  

**Representative Publications**  
DEVIN PENDAS
Associate Professor
Ph.D., University of Chicago, 2000

FIELDS OF INTEREST
German history; modern Europe; legal history; history of mass violence and war

ACADEMIC PROFILE
Professor Pendas’ teaching interests include courses on German history, European legal history, the history of war and genocide, the history of war crimes trials and the history of human rights. His research focuses on war crimes trials after World War II, particularly on West German Holocaust trials. He is currently working on two projects: a history of Nazi trials in German courts in all occupation zones from 1945 to 1950 (to be published by Cambridge University Press) and a synthetic history of law and mass violence in the modern period. Professor Pendas is a faculty affiliate and co-chair of the German Study Group at the Center for European Studies at Harvard University. He has received research fellowships from the German Academic Exchange Service, the MacArthur Foundation, the Center for Contemporary Historical Research in Potsdam, Germany, the United States Holocaust Memorial Museum and the American Council of Learned Societies (Burkhardt Fellowship).

REPRESENTATIVE PUBLICATIONS

OLIVER RAFFERTY, S.J.
Professor
D.Phil., Oxford University, 1996

FIELDS OF INTEREST
History of Irish Christianity; 19th- and 20th-century British and Irish history; the relationship between church and state; revolutionary violence and the development of militant Irish nationalism; history of Catholicism since the Thirty Years’ War

ACADEMIC PROFILE
Professor Rafferty, a Jesuit priest, has taught at several universities and colleges in Britain and Ireland. He has also been a visiting professor in the United States, Korea and Australia. He has been an examiner at the master’s and doctoral levels for London and Oxford Universities; Trinity College, Dublin; the National University of Ireland, Galway; University College, Dublin; the National Council for Academic Wards, Dublin; and the University of Western Australia. He has written or edited six books. At present he is working on two books: a collection of his own essays, Violence, Politics and Religion in Ireland, and a monograph, The Catholic Church in Ireland and the 1916 Rising.

REPRESENTATIVE PUBLICATIONS
❖ Irish Catholic Identities (2015)

VIRGINIA REINBURG
Associate Professor
Ph.D., Princeton University, 1985

FIELDS OF INTEREST
Early modern Europe, especially France; the Reformation; European religious history; history of the book

ACADEMIC PROFILE
Professor Reinburg teaches courses on early modern European history, the Reformation, early printed books and their readers, and witch trials in early modern Europe and early America. Her research centers on religious life in early modern France. She recently published a monograph on books of hours and practices of prayer. She is now working on pilgrimage, sacred landscapes and the bonds linking religion, place and nature in France, c. 1450-1750.

REPRESENTATIVE PUBLICATIONS
❖ French Books of Hours: Making an Archive of Prayer, c. 1400-1600 (2012)
HEATHER COX RICHARDSON
Professor
Ph.D., Harvard University, 1992

FIELDS OF INTEREST
American history, primarily politics and economics; 19th-century U.S.; history of the American West; history of education; comics; maritime history; writing

ACADEMIC PROFILE
Professor Richardson teaches 19th-century American history at both the undergraduate and graduate level. Her early work focused on the transformation of political ideology from the Civil War to the presidency of Theodore Roosevelt. It examined issues of race, economics, westward expansion and the construction of the concept of an American middle class. Her history of the Republican Party, To Make Men Free (2014), examines the fundamental tensions in American politics from the time of the Northwest Ordinance to the present. She is currently working on an intellectual history of American politics and a graphic treatment of the Reconstruction Era.

REPRESENTATIVE PUBLICATIONS
❖ West from Appomattox: The Reconstruction of America After the Civil War (2007)
❖ The Death of Reconstruction: Race, Labor and Politics in the Post-Civil War North, 1865-1901 (2001)
❖ The Greatest Nation of the Earth: Republican Economic Policies During the Civil War (1997)

SARAH GWYNETH ROSS
Professor
Ph.D., Northwestern University, 2006

FIELDS OF INTEREST
Early modern Europe; humanism; women and gender

ACADEMIC PROFILE
Professor Ross’ research obsessions lie in the world of Renaissance Europe, and especially in Italy. Working at the intersection of social and intellectual history, she is fascinated by the ways that people outside the ranks of the robustly enfranchised encountered, talked about, drew inspiration from and improved their lives through education in general, and the classical literary tradition in particular. She has published extensively on women writers, and the dynamics of Renaissance feminism. She has also unearthed from wills and household inventories the literary lives of ordinary Venetian men and women, telling their stories in her recent book, Everyday Renaissances: The Quest for Cultural Legitimacy in Venice. Professor Ross’ current work turns to class-defying, genre-obliterating, gender-bending commedia dell’arte performers. The histories of people who were not power-brokers also take center stage in the textbook Professor Ross is now finishing, The World of Early Modern Europe: Society, Culture and Ideas, 1450-1789. Professor Ross rejoices that her research and writing have been supported not only by Boston College, but also by a number of external foundations, including the Gladys Krieble Delmas Foundation, the Society of Fellows in the Liberal Arts at Princeton University and Villa I Tatti, Harvard University’s Center for Italian Renaissance Studies.

ALAN ROGERS
Professor
Ph.D., University of California, Santa Barbara, 1968

FIELDS OF INTEREST
U.S. constitutional and legal history

ACADEMIC PROFILE
Professor Rogers’ research and teaching focus on the U.S. Constitution and American legal history. His most recent book and a cluster of scholarly articles focused on the death penalty in Massachusetts. He is currently working on two projects: the contested intersection of faith healing and the First Amendment, and a history of the anti-vaccination movement from 1721 to 2009, for which he was awarded a New England Regional Consortium Fellowship. The undergraduate and graduate courses Professor Rogers teaches parallel his research interests. Professor Rogers is a fellow of the Massachusetts Historical Society and of the Colonial Society of Massachusetts.

REPRESENTATIVE PUBLICATIONS
❖ Murder and the Death Penalty in Massachusetts (2008)
❖ Murder on Trial (2005)
REPRESENTATIVE PUBLICATIONS

- "Everyday Renaissances: The Quest for Cultural Legitimacy in Venice" (2016)
- The Birth of Feminism: Woman as Intellect in Renaissance Italy and England (2009)

DANA SAJDI
Associate Professor
Ph.D., Columbia University, 2002

FIELDS OF INTEREST
Islamic history; Arabic and Ottoman historiography; urban history; popular history; book history; topography; Geographic Information Systems

ACADEMIC PROFILE
Professor Sajdi teaches various courses on Islamic history, but specializes in the history, societies and cultures of the pre-modern Eastern Mediterranean (the Levant, Egypt and Turkey). Her work has focused primarily on the production of texts by unusual authors, such as an 8th-century woman-poet, Layla al-Akhyaliyya, and an 18th-century barber, Ibn Budayr. Her questions had to do with the politics of the production and consumption of texts and the unusual circumstances that allowed new types of authors to emerge. Her current project, “Visualizing Damascus,” is also about textual production, but this time the subject is the descriptions of the venerable city, Damascus. She is trying to isolate and identify an uninterrupted tradition of prose (non-pictorial) topographies between the 12th and 20th centuries. Through this tradition, she hopes to write a history of Damascus for both academic and lay audiences and is currently acquiring the skills to undertake digital cartography for her project.

REPRESENTATIVE PUBLICATIONS
- “In Other Worlds? Mapping Out the Spatial Imaginaries of 18th-Century Chroniclers from the Ottoman Levant,” Journal of Ottoman Studies (under review)
- "Print and its Discontents: A Case for Pre-Print Journalism and Other Sundry Print Matters," The Translator (2009)
- “Re-Visiting Layla’s al-Akhyaliyya’s Trespass.” In Transforming Loss into Beauty: Essays on Arabic Literature and Culture in Memory of Magda Al-Nowaihi (2008)
- “A Room of His Own: The ‘History’ of the Barber of Damascus (fl. 1762),” The MIT Electronic Journal of Middle East Studies (2004) [Awarded the Syrian Studies Association Prize for Best Published Article in 2004]

ROBERT SAVAGE
Professor of the Practice of History
Ph.D., Boston College, 1992

FIELDS OF INTEREST
Irish political and cultural history; film and media in Irish and British political and cultural history; film and broadcast media in Ireland and the United Kingdom; “The Troubles” in Northern Ireland; culture and nationalism in England, Scotland and Wales

ACADEMIC PROFILE
Professor Savage teaches Irish, British and European history. He is currently co-editing a special edition of the journal Éire/Ireland with Christopher Morash, Trinity College, Dublin, and writing a chapter on film and the broadcast media for the four volume Cambridge History of Ireland, edited by Thomas Bartlett. Professor Savage served as one of the directors of the Boston College Irish Studies Program from 1995 to 2010. He has been awarded visiting fellowships at the Long Room Hub, Trinity College, Dublin (2012), and at the University of Edinburgh (2007), where he held a Leverhulme Visiting Professorship. At the National University of Ireland, Galway, he was awarded a More Institute Fellowship (2013) and an Irish Studies Visiting Fellowship (2004).

REPRESENTATIVE PUBLICATIONS
- The BBC’s Irish Troubles: Television, Conflict, and Northern Ireland (2015)
- Sean Lemass: A Biography (1999)
- Irish Television: A Political and Social History (1996)
Sylvia Sellers-García
Associate Professor
Ph.D., University of California, Berkeley, 2009

Fields of Interest
Colonial Latin America; early modern Spain; colonial Central America; history of empire; narrative and literature

Academic Profile
Professor Sellers-García’s teaching interests include colonial Latin America, the Spanish empire and the meetings points between history and fiction. Her current research project focuses on a sensational homicide and corpse mutilation case from 1800 in Guatemala. Bringing together histories of urban space, enlightenment medicine, sexuality and criminal justice, the project showcases Guatemala at a transition point between colonial and modern times. More broadly, her research examines the history of documents, the period of Bourbon reforms in the 18th century and the history of empire.

Representative Publications
- “Documents and Distance at the Spanish Empire’s Periphery” (2014)
- When the Ground Turns in Its Sleep (2007)

Franziska Seraphim
Associate Professor
Ph.D., Columbia University, 2001

Fields of Interest
Modern and contemporary Japanese history; social, political and cultural historical memory; social movements; relations with Asia; global and comparative history

Academic Profile
Professor Seraphim is a historian of modern and contemporary Japan, the Atlantic world and, more generally, of European overseas endeavors during the early modern era. He has a number of interests within this vast field, including the development of the British and French empires, the diffusion of Christianity, intercultural contact and interaction, and the history of exploration. His current research, tentatively titled “Dreams of Silk and Wine: Huguenot Refugees in New Worlds,” examines the global diaspora of French Protestant refugees who scattered around the world after Louis XIV revoked their right to freedom of worship in 1685. Settling in communities stretching from Maine to the Indian Ocean, the Huguenots hoped to create Edenic Protestant “colonies” in these new worlds, but instead found themselves subject to the whims of their British and Dutch imperial sponsors, who used the refugees to accomplish any number of odd schemes, from making wine in South Africa to converting Indians in New England. His teaching ranges from colonial and revolutionary America to early modern Europe, including such topics as European-Indian relations, the settlement of Boston and New England, and the development of early modern British imperialism.

Owen Stanwood
Associate Professor
Ph.D., Northwestern University, 2005

Fields of Interest
Colonial America; Atlantic and global history; early modern European expansion and imperialism

Academic Profile
Professor Stanwood is a historian of colonial America, the Atlantic world and, more generally, of European overseas endeavors during the early modern era. He has a number of interests within this vast field, including the development of the British and French empires, the diffusion of Christianity, intercultural contact and interaction, and the history of exploration. His current research, tentatively titled “Dreams of Silk and Wine: Huguenot Refugees in New Worlds,” examines the global diaspora of French Protestant refugees who scattered around the world after Louis XIV revoked their right to freedom of worship in 1685. Settling in communities stretching from Maine to the Indian Ocean, the Huguenots hoped to create Edenic Protestant “colonies” in these new worlds, but instead found themselves subject to the whims of their British and Dutch imperial sponsors, who used the refugees to accomplish any number of odd schemes, from making wine in South Africa to converting Indians in New England. His teaching ranges from colonial and revolutionary America to early modern Europe, including such topics as European-Indian relations, the settlement of Boston and New England, and the development of early modern British imperialism.
FACULTY PROFILES

REPRESENTATIVE PUBLICATIONS

- “Between Eden and Empire: Huguenot Refugees and the Promise of New Worlds,” American Historical Review (2013)
- The Empire Reformed: English America in the Age of the Glorious Revolution (2011)

MARTIN SUMMERS
Associate Professor
Ph.D., Rutgers University, 1997

FIELDS OF INTEREST
African American intellectual and cultural history; gender and masculinity; race and sexuality; race and mental illness; African diaspora

ACADEMIC PROFILE
Professor Summers is a cultural historian of the 19th- and 20th-century U.S., with particular research and teaching interests in race, gender, sexuality and medicine. He regularly teaches courses on post-1865 U.S. history, gender and sexuality in African American history, health and disease in African American history, and the history of masculinity in the U.S. Professor Summers’ current research project is a social and cultural history of medicine that focuses on African American patients at St. Elizabeths Hospital, a federal mental institution in Washington, D.C. The project uses the hospital as a case study in which to explore the intersections of the historical process of racial formation, medical and cultural understandings of insanity and the exercise of institutional power. His research has been supported by the Ford Foundation, the American Council of Learned Societies and the Radcliffe Institute for Advanced Study.

REPRESENTATIVE PUBLICATIONS

- “‘This Immoral Practice': The Prehistory of Homophobia in Black Nationalist Thought.” In Gender Nonconformity, Race and Sexuality: Charting the Connections, ed. T. Lester (2003)

CONEVERY BOLTON VALENCIUS
Professor
Ph.D., Harvard University, 1998

FIELDS OF INTEREST
U.S. environmental history; history of the earth sciences; history of medicine and health; energy history; history of seismology; women’s health; history of the U.S. Civil War; travel narratives; American West; 19th-century American history

ACADEMIC PROFILE
Professor Valencius teaches and writes about American environments and peoples. Her classes include “Leeches to Lasers,” a survey of U.S. health and medicine, and “This Land is Your Land,” which introduces U.S. environmental history. She is currently working on a book about earthquakes and contemporary energy, focused on the emerging science of induced seismology and hydraulic fracturing.

Professor Valencius’s 2013 book, The Lost History of the New Madrid Earthquakes, explored the impact and continuing scientific importance of great 19th-century quakes in the Mississippi Valley. Her first book, The Health of the Country: How American Settlers Understood Themselves and Their Land, won the 2003 George Perkins Marsh Prize for best book of the year from the American Society for Environmental History as well as the 1999 Allan Nevins Prize for the best-written doctoral dissertation on a significant subject in American history. Two articles—about health in women’s letters and Sacagawea’s illness during the Lewis and Clark expedition—won awards in women’s history. Her work has been supported by fellowships from the Dibner Institute, the National Endowment for the Humanities, and the Radcliffe Institute for Advanced Study.

- “‘This Immoral Practice': The Prehistory of Homophobia in Black Nationalist Thought.” In Gender Nonconformity, Race and Sexuality: Charting the Connections, ed. T. Lester (2003)
LING ZHANG
Associate Professor
Ph.D., Cambridge University, 2009

FIELDS OF INTEREST
Environmental, economic, and political history of pre-modern China; regional studies; political economy; political ecology; environmental justice; environmental philosophy and ethics

ACADEMIC PROFILE
Professor Zhang is an environmental and economic historian of pre-modern China. Her first book, The River, the Plain, and the State: Making a Yellow River Delta, 1048-1128, is forthcoming from Cambridge University Press. She is currently revising her doctoral dissertation into a book manuscript, entitled North China During the Medieval Economic Revolution. Built on her first book about the environmental and political history of the Yellow River, she is working on another book project, China’s Sorrow or the Yellow River’s Sorrow: Environmental Biographies of a River. Professor Zhang teaches undergraduate courses on pre-modern Chinese history and Chinese environmental history. As a research associate of the Harvard University Fairbank Center for Chinese Studies, she organizes research seminars and conferences for the Fairbank Center’s “Environment in Asia” series.

REPRESENTATIVE PUBLICATIONS
❖ “Manipulating the Yellow River and the State Building of the Northern Song Dynasty.” In Nature, the Environment and Climate Change in East Asia, ed. C. Meinhert (2013)
❖ “Ponds, Paddies, and Frontier Defence: Environmental and Economic Changes in Northern Hebei in Northern Song China (960-1127).” Journal of Medieval History (2011)
The combined and varied interests of the faculty, as indicated in the faculty profiles, ensure that the department offers a wide variety of graduate course electives. While the number and content of the graduate electives varies from year to year, the following list is illustrative of the range of courses offered.

**FALL 2017 COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to the Voices of the Dead</td>
<td>Seraphim</td>
</tr>
<tr>
<td>Modern South Asia</td>
<td>Parthasarathi</td>
</tr>
<tr>
<td>Mid-East Nationalisms Compared: Arab-Turkish-Jewish</td>
<td>Braude</td>
</tr>
<tr>
<td>Ottoman Empire, 1300-1924</td>
<td>Lal</td>
</tr>
<tr>
<td>Decolonization and War in Africa</td>
<td>Lal</td>
</tr>
<tr>
<td>Eighteenth-Century Ireland</td>
<td>O’Neill</td>
</tr>
<tr>
<td>Ireland Since the Famine</td>
<td>Rafferty</td>
</tr>
<tr>
<td>The End of History</td>
<td>Cronin</td>
</tr>
<tr>
<td>Slavery, Race and Abolition</td>
<td>Lyrerly</td>
</tr>
<tr>
<td>United States, 1929-1960</td>
<td>Maney</td>
</tr>
<tr>
<td>Church and State in America</td>
<td>O’Toole/Rogers</td>
</tr>
<tr>
<td>Nannies, Maids and Mail Order Brides</td>
<td>Oh</td>
</tr>
<tr>
<td>Ghana/U.S. Historical and Cultural Connections</td>
<td>Miller</td>
</tr>
<tr>
<td>Gender and Sexuality in African American History</td>
<td>Summers</td>
</tr>
<tr>
<td>US Foreign Policy I</td>
<td>Jacobs</td>
</tr>
<tr>
<td>The American Pacific</td>
<td>Oh</td>
</tr>
<tr>
<td>Race, Riots and the Law</td>
<td>Rogers</td>
</tr>
<tr>
<td>Ecological History of the Atlantic World</td>
<td>O’Neill</td>
</tr>
<tr>
<td>Colloquium: Religion and History</td>
<td>Matus</td>
</tr>
<tr>
<td>Colloquium: Global Migration and Diaspora</td>
<td>Kenny</td>
</tr>
<tr>
<td>Colloquium: Islamic History</td>
<td>Sajdi</td>
</tr>
<tr>
<td>Seminar: Medieval History</td>
<td>Fleming</td>
</tr>
<tr>
<td>Seminar: U.S. Before 1900</td>
<td>Richardson</td>
</tr>
</tbody>
</table>

**SPRING 2018 COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam and Christendom: Renaissance/Revolution, 1400-1800</td>
<td>Braude</td>
</tr>
<tr>
<td>Animals</td>
<td>Matus</td>
</tr>
<tr>
<td>Witch, Church and Law</td>
<td>Reinburg</td>
</tr>
<tr>
<td>Famine: 19th-Century Social Crisis</td>
<td>O’Neill</td>
</tr>
<tr>
<td>Politics and Literature of the Irish Nation, 1800-1922</td>
<td>O’Neill</td>
</tr>
<tr>
<td>Film Media and Modern Ireland</td>
<td>Savage</td>
</tr>
<tr>
<td>Northern Ireland 1912-Present</td>
<td>Savage</td>
</tr>
<tr>
<td>War and Genocide</td>
<td>Pendas</td>
</tr>
<tr>
<td>Memoir of Latin America</td>
<td>Sellers-Garcia</td>
</tr>
<tr>
<td>American Revolution, 1760-1805</td>
<td>Stanwood</td>
</tr>
<tr>
<td>Race, Riots and Rodeos</td>
<td>Richardson</td>
</tr>
<tr>
<td>The Plains Indians</td>
<td>Richardson</td>
</tr>
<tr>
<td>The U.S. Since 1960</td>
<td>Maney</td>
</tr>
<tr>
<td>Gender in American History</td>
<td>Lyrerly</td>
</tr>
<tr>
<td>U.S. Constitutional History</td>
<td>Rogers</td>
</tr>
<tr>
<td>Boston: History, Literature and Culture I</td>
<td>Stanwood</td>
</tr>
<tr>
<td>Social Action in America</td>
<td>Johnson</td>
</tr>
<tr>
<td>American Immigration II</td>
<td>Oh</td>
</tr>
<tr>
<td>US Foreign Policy II/1945-Present</td>
<td>Jacobs</td>
</tr>
<tr>
<td>Terrorism in America</td>
<td>Gallagher</td>
</tr>
<tr>
<td>American Hate</td>
<td>Lyrerly</td>
</tr>
<tr>
<td>Environmental History of Water</td>
<td>Zhang</td>
</tr>
<tr>
<td>Ireland and Empire</td>
<td>Knirck</td>
</tr>
<tr>
<td>Science and Religion in U.S.</td>
<td>Jewett</td>
</tr>
</tbody>
</table>
Current Dissertations

2016-2017
Peter Caijka, "The Rights of Conscience: The Rise of Tradition in America's Age of Fracture, 1940-1990"

Elise Franklin, "A Slow End to Empire: Social Aid Associations, Family Migration, and Decolonization in France and Algeria, 1954-1981"

Amy Limoncelli, "Great Britain and International Administration: Finding a New Role at the United Nations, 1941-1975"

2015-2016
Rachel Ball-Phillips, "Film and the Shaping of Marathi Regionalism, 1932-1960"

Mimi Cowan, "Immigrants, Nativists, and the Making of Chicago, 1842-1893"

Regan Eby, "Aristocratic Sociability and Monastic Patronage in Eleventh- and Early-Twelfth Century Brittany"

Shannon Monaghan, "Relighting the Lamps: Population Politics and the Development of Democracy in the New Europe, 1918-1926"

Christopher Riedel, "Monastic Reform and Lay Religion in Æthelwold's Winchester"


2014-2015
Natalia King Rasmussen, "Friends of Freedom, Allies of Peace: African Americans, the Civil Rights Movement and East Germany, 1949-1989"

Seth Meehan, "Denominating a People: Congregational Laity, Church Disestablishment, and the Struggles of Denominationalism in Massachusetts, 1780-1865"

2013-2014
Casey Beaumier, SJ, "For Richer, For Poorer: Jesuit Secondary Education in America and the Challenge of Elitism"

David Crane, "Dark Earth to Dormesday: Towns in Anglo-Saxon England"

Jared Hardesty, "Slavery, Freedom and Dependance in Pre-Revolutionary Boston"

Anna Kolchinsky, "Tuberculosis as Disease and Politics In Germany, 1871-1961"


Grainne McEvoy, "Justice and Order: American Catholic Social Thought and the Immigration Question in the Restriction Era, 1917-1926"

Peter Moloney, "From Common Market to European Union: A New Model State?"

2012-2013

Ian Delahanty, "Immigrants in a Time of Civil War: The Irish, Slavery and the Union, 1845-1865"

Katherine Hubler, "Man's Duty to Woman: Men and the First Wave of German Feminism, 1865-1919"

Austin Mason, "Listening to the Early Medieval Dead: Religious Practices in Eastern Britain, 400-900 CE"

Darren McDonald, "Crisis of Faith: Jimmy Carter, Religion and the Making of U.S.-Middle East Foreign Policy"

Ted Miller, "Mavericks of the Metropole: Dallas Republicans, the Southern Strategy and the American Right, 1952-1964"

John Spiers, "Managing Growth: Suburbanization and Environmental Protection in Metropolitan Washington Since 1970"

2011-2012
Hidetaka Hirota, "Nativism, Citizenship and the Deportation of Paupers in Massachusetts, 1837-1883"

David McCowin, "For Faith and for Freedom: American Catholic Manhood and the Holy Name Society in Boston, 1870-1960"

Megan Myers, "Moving Terrorists from the Streets to a Diamond-Shaped Table: The International History of the Northern Ireland Conflict, 1969-1999"

Recent Placements
Given the department’s excellent faculty-student ratio, each doctoral candidate is guided individually through the processes of developing papers into conference talks and articles for publication, planning and completing a dissertation and negotiating the job market. Strong placements for candidates in the last several years testify to the advantages of such individual guidance, which allows students to develop their interests independently. Our graduates have found success in securing tenure-track positions at state universities and private liberal arts colleges.

Boston College Ph.D. program placement of recent graduates includes the following academic institutions:

Aquinas College
Boston College
Columbia University
DeSales University
Eastern Connecticut State University
Merrimack College
Northeastern University
Purdue University, Fort Wayne
Salem State University
Simon Fraser University
Springfield College
St. Francis University
SUNY Old Westbury
Triton College
University of Minnesota
University of North Carolina, Greensboro
University of South Carolina
Western Washington University

Recent Placements
Given the department’s excellent faculty-student ratio, each doctoral candidate is guided individually through the processes of developing papers into conference talks and articles for publication, planning and completing a dissertation and negotiating the job market. Strong placements for candidates in the last several years testify to the advantages of such individual guidance, which allows students to develop their interests independently. Our graduates have found success in securing tenure-track positions at state universities and private liberal arts colleges.

Boston College Ph.D. program placement of recent graduates includes the following academic institutions:

Aquinas College
Boston College
Columbia University
DeSales University
Eastern Connecticut State University
Merrimack College
Northeastern University
Purdue University, Fort Wayne
Salem State University
Simon Fraser University
Springfield College
St. Francis University
SUNY Old Westbury
Triton College
University of Minnesota
University of North Carolina, Greensboro
University of South Carolina
Western Washington University
The oldest and largest of the University’s eight schools and colleges, the Morrissey College of Arts and Sciences offers graduate programs in the humanities, social sciences and natural sciences, leading to the degrees of Doctor of Philosophy, Master of Arts and Master of Science. In addition, numerous dual-degree options are offered in cooperation with the Carroll School of Management, the Boston College Law School, the Lynch School of Education and the Graduate School of Social Work.

With approximately 1,000 students and 400 full-time faculty, the Graduate School is small enough to know you as a person, but large enough to serve you and prepare you for a rewarding life and satisfying career.

**Academic Resources**

**GRADUATE HISTORY ALLIANCE**
The Graduate History Alliance (GHA) is a student-run organization at Boston College that helps organize a multitude of academic and social events. From a monthly writing group aimed at producing the best writers to social gatherings at local pubs or catered events on campus to help students unwind, the GHA is busy year-round. All resources are posted online at the GHA website, including various tips about thriving as a graduate student at BC and in Boston more broadly.

**BOSTON AREA CONSORTIUM**
The Boston Area Consortium allows graduate students to cross-register for courses at Boston University, Brandeis University and Tufts University.

**BOSTON COLLEGE LIBRARIES**
The University is home to eight libraries, containing 2.95 million volumes; more than 700 manuscript collections, including music, photos, art and artifacts; 625,000 e-books; and more than 600 electronic databases. O’Neill Library, Boston College’s main library, offers subject-specialist librarians to help with research, to set up alerts to publications in areas of interest and to answer any research- and library-related questions.

**THE BOSTON LIBRARY CONSORTIUM**
The Boston Library Consortium allows Boston College students access to millions of volumes and other services at 19 area institutions in addition to the world-class resources available through the Boston College Library System.

**THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES**
The Graduate Consortium in Women’s Studies (GCWS) brings together scholars and teachers at nine degree-granting institutions in the Boston area: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University and the University of Massachusetts Boston. The GCWS is devoted to graduate teaching and research in Women’s Studies and to advancing interdisciplinary Women’s Studies scholarship. Students can engage in the community and cross-disciplinary study promoted by the GCWS in myriad ways. Through courses, attending events and organizing conferences, these initiatives provide a learning environment unlike any other.
Boston College is located on the edge of one of the world’s most vibrant cities. Just six miles from downtown Boston—an exciting and dynamic place to live and learn—Boston College is an easy car or “T” ride away from a booming center for trade, finance, research and education.

Home to some of New England’s most prestigious cultural landmarks, including the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Boston Symphony Hall and the Freedom Trail, Boston provides a rich environment for those passionate about art, music and history. For sports fans, Boston hosts a number of the country’s greatest sports teams: the Celtics, Patriots, Bruins and, of course, Fenway Park’s beloved Red Sox. Found within a short drive from Boston are some of New England’s best recreational sites, from the excellent skiing in New Hampshire to the pristine beaches of Cape Cod.

Boston also offers a wide range of family friendly attractions, including the Children’s Museum, New England Aquarium, Franklin Park Zoo and the Museum of Science. There are roughly 50 universities located in the Boston area, and the large student population adds to the city’s intellectually rich and diverse community. Events, lectures and reading groups hosted by world-renowned scholars abound on area campuses, providing abundant opportunities to meet and network with other graduate students and faculty throughout the Boston area.

The University

Boston College is a Jesuit university with 14,250 students, 805 full-time faculty and more than 175,000 active alumni. Since its founding in 1863, the University has known extraordinary growth and change. From its beginnings as a small Jesuit college intended to provide higher education for Boston’s largely immigrant Catholic population, Boston College has grown into a national institution of higher learning that is consistently ranked among the top universities in the nation: Boston College is ranked 31st among national universities by U.S. News & World Report.

Today, Boston College attracts scholars from all 50 states and over 80 countries, and confers more than 4,000 degrees annually in more than 50 fields through its eight schools and colleges. Its faculty members are committed to both teaching and research and have set new marks for research grants in each of the last 10 years. The University is committed to academic excellence. As part of its most recent strategic plan, Boston College is in the process of adding 100 new faculty positions, expanding faculty and graduate research, increasing student financial aid and widening opportunities in key undergraduate and graduate programs.

The University is comprised of the following colleges and schools: Morrissey College of Arts and Sciences, Carroll School of Management, Connell School of Nursing, Lynch School of Education, Woods College of Advancing Studies, Boston College Law School, Graduate School of Social Work and School of Theology and Ministry.

General Resources

HOUSING

While on-campus housing is not available for graduate students, most choose to live in nearby apartments. The Office of Residential Life maintains an extensive database with available rental listings, roommates and helpful local real estate agents. The best time to look for fall semester housing is June through the end of August. For spring semester housing, the best time to look is late November through the beginning of the second semester. Additionally, some graduate students may live on campus as resident assistants. Interested students should contact the Office of Residential Life.
JOHN COURTNEY MURRAY, S.J., GRADUATE STUDENT CENTER
One of only a handful of graduate student centers around the country, the Murray Graduate Student Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population and cultivate a sense of belonging to the University as a whole. Its amenities include study rooms, a computer lab, two smart televisions, kitchen, deck and patio space, complimentary coffee and tea, and more. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. The Murray Graduate Student Center also maintains an active job board (available electronically), listing academic and non-academic opportunities for employment both on and off campus.

MCMULLEN MUSEUM OF ART
Serving as a dynamic educational resource for the national and international community, the McMullen Museum of Art showcases interdisciplinary exhibitions that ask innovative questions and break new ground in the display and scholarship of the works on view. The McMullen regularly offers exhibition-related programs, including musical and theatrical performances, films, gallery talks, symposia, lectures, readings and receptions that draw students, faculty, alumni and friends together for stimulating dialogue. Located on the main campus, the McMullen Museum is free to all visitors.

CONNORS FAMILY LEARNING CENTER
Working closely with the Graduate School, the Connors Family Learning Center sponsors seminars, workshops and discussions for graduate teaching assistants and teaching fellows on strategies for improving teaching effectiveness and student learning. Each fall, the Learning Center and the Graduate School hold a “Fall Teaching Orientation” workshop designed to help students prepare for teaching. The center also hosts ongoing seminars on college teaching, higher learning and academic life; assists graduate students in developing teaching portfolios; and provides class visits and teaching consultations, upon request. Through these and other activities, the Connors Family Learning Center plays an important role in enhancing the quality of academic life at Boston College.

FLYNN RECREATION COMPLEX
The 144,000-square-foot Flynn Recreation Complex houses a running track; tennis, basketball, volleyball, squash and racquetball courts; an aquatics center with pool and dive well; saunas and more. Its 10,000-square-foot Fitness Center offers more than 100 pieces of cardio equipment, a full complement of strength training equipment and free weights, an air-conditioned spin studio and three air-conditioned group fitness studios. During the academic year, BC Rec holds more than 80 group fitness classes per week in a variety of disciplines, including Zumba, spin, yoga, strength training, Pilates and more.

BOSTON COLLEGE CAREER CENTER
The Boston College Career Center works with graduate students at each step of their career development. Services include self-assessment, career counseling, various career development workshops, resume and cover letter critiques, and practice interviews. In addition to extensive workshop offerings, Career Center staff members are available throughout the year for one-on-one advising about any aspect of the career path. The Career Resource Library offers a wealth of resources, including books, periodicals and online databases.
ADMISSION & FINANCIAL INFORMATION

The application deadline for fall admission is January 2 for the Ph.D. program and February 1 for the M.A. program. Please visit bc.edu/gsas for detailed information on how to apply.

Application requirements include:

- **Application Form:** Submitted online, via the GSAS website.
- **Application Fee:** $75, non-refundable.
- **Abstract of Courses Form:** A concise overview of background and related courses completed in an intended field or proposed area of study.
- **Official Transcripts:** Demonstrating coursework completed/degree conferral from all post-secondary institutions attended.
- **GRE General Test:** Official score report required for all applicants.
- **GRE Subject Test:** Official score report recommended for all applicants.
- **Three Letters of Recommendation:** From professors or supervisors. It is highly advisable that at least one letter be from an academic source.
- **Statement of Purpose:** A brief (1-2 page) discussion of an applicant’s preparation, motivation and goals for their proposed course of study.
- **Writing Sample:** A sample of an applicant’s best work (usually a course paper or equivalent) related to their proposed field of study highly recommended.
- **Proof of English Proficiency:** (International only) Official TOEFL/IELTS reports accepted.

Financial Assistance

**DEPARTMENT FUNDING**

The Department of History guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress toward the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the department. We offer competitive packages, which include an annual stipend and full-tuition scholarship.

**FEDERAL FINANCIAL AID**

Graduate students can apply for federal financial aid using the FAFSA. The loans that may be available to graduate students are the Federal Direct Unsubsidized Stafford Loan and Perkins Loan, based on eligibility. If additional funds are needed, student may apply for a Grad Plus Loan. For more information, see the Graduate Financial Aid website at bc.edu/gradaid or contact the Graduate Financial Aid Office at 617-552-3300 or 800-294-0294.

**OFFICE OF SPONSORED PROGRAMS**

The Office of Sponsored Programs (OSP) assists both faculty and graduate students in finding sources of external funding for their projects and provides advice in the development of proposals. OSP maintains a reference library of publications from both the public and private sectors listing funding sources for sponsored projects. In the recent past, graduate students have received research support from prominent agencies, corporations and organizations such as the Fulbright Commission, the Guggenheim Foundation, the National Science Foundation, the American Political Science Association, the American Chemical Society and the American Association of University Women.