



BOSTON COLLEGE

Morrissey College of Arts and Sciences



GRADUATE PROGRAM

History

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 as teaching assistants. 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

FACULTY ADVISOR

Students will be assigned an advisor upon admission to the program. The advisor will 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

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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 a minor area) and the Dissertation Seminar.

PLAN OF STUDY

The plan of study consists of a major and two minor fields of study. In exceptional cases, a student may add a third minor 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 minor 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 a minor 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

The language requirement is specific to the Ph.D. candidate's major field of study. Medievalists must pass three language exams, one of which must be in Latin. US historians must pass one language exam (beginning with the class entering in the fall of 2021). In all other fields (Europe, Asia, Africa, Latin America, Middle East), Ph.D. candidates must pass two language exams. Students will pass one language exam during the first year in the program, and the second (and third, if applicable) exam before taking the oral comprehensive examination. Students may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee and explain the nature of the field and its importance to the plan of study, particularly the dissertation. Work done in that field must be documented. The student's faculty advisor is responsible for certifying that the student has satisfactorily acquired the appropriate skills and knowledge.

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 minor 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 assemble 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

In the spring semester of the third year, students take the Dissertation Seminar in which they write their dissertation proposals. Dissertation proposals must be approved by the student's advisor and the director of graduate studies. 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 defended at a public oral defense and approved by the dissertation committee and the director of graduate studies.

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.

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, in addition to the required Colloquium for Master's Students. Classes with a number above HIST4000 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.

PROGRAM OVERVIEW

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. 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 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 and Human Development 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 University.

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 area).

(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 School of Education and Human Development. 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 Lynch School's Office of Graduate Admissions at 617-552-4214.

Certificate in Digital Humanities

In our increasingly digitized world, the question isn't whether to use digital technology, but how. Institutions of higher education, as well as employers in many other sectors, recognize that digital humanities skills such as text analysis, mapping and coding have transformative potential. BC's Graduate Certificate in Digital Humanities offers a coordinated curriculum that is feasible for graduate candidates to complete alongside existing degree requirements. The program combines interdisciplinary methodological training with discipline-specific coursework to provide students with training and institutional recognition of their accomplishments in this fast-growing field.

A joint effort of the History and English Departments and the Boston College Libraries' Digital Scholarship Group, the program offers M.A. and Ph.D. students the opportunity to diversify their skill sets and produce projects such as digital archives, data visualizations, online exhibits and scholarly websites. This project-based approach puts a premium on collaboration and interdisciplinary inquiry. In the process, certificate holders will enhance their employment prospects in both traditional academia as well as in publishing, government, museums, libraries, archives and other alternative academic fields.

FACULTY PROFILES

GUY BEINER

Professor, Sullivan Chair in Irish Studies

Ph.D., University College Dublin, 2001

FIELDS OF INTEREST

Modern Europe; cultural and social history; long 19th century; Irish studies; memory studies; oral history and folk traditions; pandemics

ACADEMIC PROFILE

Professor Beiner holds the Sullivan Chair in Irish Studies. He teaches courses on 18th-, 19th- and 20th-century Irish history as well as more general topics in late-modern history. He specializes in the historical study of remembering and forgetting. Other interests include oral history, folklore, public history and heritage, historiography, terrorism, the fin de siècle and the “Spanish” influenza pandemic. His books on history, memory and forgetting in Ireland have won multiple international awards.

He was previously a professor of modern history at Ben-Gurion University of the Negev in Israel and has held research fellowships at Trinity College Dublin, University of Notre Dame, Central European University and the University of Oxford, as well being a former Burns Scholar at Boston College. He is co-editor, with Oona Frawley and Ray Cashman, of the Indiana University Press series, *Irish Culture, Memory, Place*.

SELECTED PUBLICATIONS

- ❖ *Pandemic Re-Awakenings: The Forgotten and Unforgotten ‘Spanish’ Flu of 1918-1919* (2022)
- ❖ *Forgetful Remembrance: Social Forgetting and Vernacular Historiography of a Rebellion in Ulster* (2018)
- ❖ *Remembering the Year of the French: Irish Folk History and Social Memory* (2007)

JULIAN BOURG

Associate Professor

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 a 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.

SELECTED PUBLICATIONS

- ❖ “Writing on the Wall: 1968 as Event and Representation.” In *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions*, eds. K. Baker and D. Edelstein (2015)
- ❖ “Principally Contradiction: The Flourishing of French Maoism.” In *Mao’s Little Red Book*, ed. A. Cook (2014)
- ❖ “Tempered Nostalgia in Recent French Films on the ‘68 Years.” In *The Long 1968*, eds. R. van Dijk et al. (2013)
- ❖ “Blame It on Paris,” *French Historical Studies* (2012)
- ❖ “On Terror as Human Sacrifice,” *Humanity* (2010)
- ❖ *From Revolution to Ethics: May 1968 and Contemporary French Thought* (2007)
- ❖ Ed. and introduction, *After the Deluge: New Perspectives on the Intellectual and Cultural History of Postwar France* (2004)

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 also 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.

FACULTY PROFILES

SELECTED PUBLICATIONS

- ❖ “Cham et Noé. Race, esclavage et exégèse entre Islam, Judaïsme, et Christianisme,” *Annales: Histoire, Sciences Sociales* (2002, unedited English original)
- ❖ “The Myth of the Sefardi Economic Superman.” In *Trading Cultures: The Worlds of Western Merchants Essays on Authority, Objectivity and Evidence*, eds. J. Adelman and S. Aron (2001)
- ❖ Co-editor, *Christians and Jews in the Ottoman Empire, the Functioning of a Plural Society: Volume I: The Central Lands; Volume II: The Arabic-Speaking Lands* (1982)
- ❖ “The Nexus of Diaspora, Enlightenment, and Nation: Thoughts on Comparative History.” In *Enlightenment and Diaspora, the Armenian and Jewish Cases*, eds. R. Hovannisian and D. Myers (1999)
- ❖ “Jews in Muslim Society.” In *History of Humanity* (1999)
- ❖ “The Myth of the Sefardi Economic Superman.” In *Trading Cultures: The Worlds of Western Merchants*, ed. J. Adelman (1999)
- ❖ “The Sons of Noah and the Construction of Ethnic and Geographical Identities in the Medieval and Early Modern Periods,” *William and Mary Quarterly* (1997)
- ❖ “Les contes persans de Menasseh Ben Israel: Polemique, apologetique et dissimulation a Amsterdam au xvii siecle,” *Annales* (1994)
- ❖ “Open Thou Mine Eyes....” In *Essays on Aggadah and Judaica Presented to Rabbi William G. Braude on His Eightieth Birthday and Dedicated to His Memory*, eds. B. Braude et al. (1992)
- ❖ “The Rise and Fall of Salonica Woollens, 1500-1650: Technology Transfer and Western Competition,” *Mediterranean Historical Review* (1991)

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.

SELECTED PUBLICATIONS

- ❖ “Provisional Redemption and the Fate of Kaliningrad’s Germans,” *Kritika: Explorations in Russian and Eurasian History* (2020)
- ❖ “Review of Johannes Due Enstad, *Soviet Citizens Under German Occupation: Life, Death, and Power in Northwest Russia, 1941–1944*.” *Dissertation Reviews* (2015)
- ❖ Translation of Dietrich Beyrau, “Camp Worlds and Forced Labor: A Comparison of National Socialism and Soviet Camp Systems” (2015)

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 at Princeton University; the Radcliffe Institute for 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.

SELECTED PUBLICATIONS

- ❖ *The Material Fall of Roman Britain, 300-525 CE* (2021)
- ❖ Co-author, "The Ritual Recycling of Roman Building Material in Late Fourth- and Early Fifth-Century Britain," *European Journal of Post-Classical Archaeologies* (2016)
- ❖ "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)
- ❖ "Writing Biography on the Edge of History," *American Historical Review* (2009)
- ❖ "Elites, Boats and Foreigners: Rethinking the Rebirth of English Towns." In *Città e campagna prima del mille, Atti delle Settimane di Studio* (2009)
- ❖ "Acquiring, Displaying, and Destroying Silk in Late Anglo-Saxon England," *Early Medieval Europe* (2007)
- ❖ *Domesday Book and the Law: Society and Legal Custom in Early Medieval England* (1998)
- ❖ *Kings and Lords in Conquest England* (1991)

CHARLES GALLAGHER, S.J.

Associate Professor

Ph.D., Marquette University, 1998

FIELDS OF INTEREST

American Catholic history; Vatican diplomacy; U.S. diplomatic history; 20th-century American social history; American religious history; the intersection of religion and espionage

ACADEMIC PROFILE

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 *Vatican Secret Diplomacy: Joseph P. Hurley and Pope Pius XII*, 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 *Pius XI and America: Proceedings from the Brown University Conference*. In 2017, he was the William J. Lowenberg Memorial Fellow at the Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in Washington, DC.

SELECTED PUBLICATIONS

- ❖ "Adopting the Swastika: George E. Deatherage and the American Nationalist Confederation, 1937-1942." In *Religion, Ethnonationalism, and Antisemitism in the Era of the Two World Wars*, eds. K. Spicer and R. Carter-Chand (2022)
- ❖ *Nazis of Copley Square: The Forgotten Story of the Christian Front* (2021)
- ❖ "Anti-Semitism and Catholic Aesthetics: Jacques Maritain's Role in the Religious Conversion of Emmanuel H. Chapman," *U.S. Catholic Historian* (2014)
- ❖ "The Roman Catholic Church and Modern Terrorism: Ideology, Human Rights, and the Hermeneutic of Discontinuity," *Socialist History* (2013)
- ❖ "Correct and Christian: American Jesuit Support of Father Charles E. Coughlin's Anti-Semitism, 1935-38." In *The Tragic Couple: Encounters Between Jews and Jesuits*, eds. J. Bernauer and R. Maryks (2013)
- ❖ Co-Ed., *Pius XI and America: Proceedings of the Brown University Conference* (Christianity & History Series) (2012)
- ❖ "The Perils of Perception: British Catholics & Papal Neutrality, 1914-1923." In *The Papacy Since 1500: From Italian Prince to Universal Pastor*, eds. T. Worcester and J. Corkery (2010)
- ❖ *Vatican Secret Diplomacy: Joseph P. Hurley & Pope Pius XII* (2008)

MICHAEL GLASS

Assistant Professor

Ph.D., Princeton University, 2020

FIELDS OF INTEREST

20th-century United States; urban history; political history; race and capitalism; inequality

ACADEMIC PROFILE

Professor Glass is a political and urban historian of the 20th-century United States, with research and teaching interests in racism, capitalism and inequality. His first book, *Cracked Foundations: Debt and Inequality in Postwar Suburbia* (in progress, under contract with University of Pennsylvania Press), is a comparative history of race and class inequality in suburban America. The book investigates why borrowing for the basic needs of housing and education became a requirement in the postwar era. Focusing on the archetypal suburbs of Long Island, *Cracked Foundations* traces not only how these debt relationships created stark resource disparities between neighboring places, but also how they triggered complex political struggles for affordable housing, tax equity and school funding

FACULTY PROFILES

equalization. Professor Glass' research has been supported by the National Academy of Education/Spencer Dissertation Fellowship and the Woodrow Wilson Scholars Fellowship. Prior to graduate school, he worked as a public high school teacher in New York City.

SELECTED PUBLICATIONS

- ❖ *Cracked Foundations: Debt and Inequality in Postwar Suburbia* (forthcoming)
- ❖ Co-author, "The Frail Bonds of Liberalism: Pensions, Schools, and the Unraveling of Fiscal Mutualism in Postwar New York," *Capitalism: A Journal of History and Economics* (forthcoming)
- ❖ "From Sword to Shield to Myth: Facing the Facts of De Facto School Segregation," *Journal of Urban History* (2018)
- ❖ "Princeton's Founding Trustees" and "Slavery and the 1820 Trustees," *Princeton & Slavery Project* (2017)

PENELOPE ISMAY

Associate Professor

Ph.D., University of California, Berkeley, 2010

FIELDS OF INTEREST

Early modern and modern European social history; Britain and the British empire; social history of the economy; urbanization and migration; modernity

ACADEMIC PROFILE

Professor Ismay is interested in how the radical changes associated with modernity were made socially meaningful in Britain and around the world. Awarded the Stansky Prize, her first book, *Trust Among Strangers: Friendly Societies in Modern Britain*, examined 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. In her current project, tentatively titled *Bounding Self-Interest in Modern Britain*, she focuses on the various ways in which Victorians worked to keep self-interest in check even as they experienced a century of turbulent economic growth. 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.

SELECTED PUBLICATIONS

- ❖ *Trust Among Strangers: Friendly Societies in Modern Britain* (2018)
- ❖ "Between Providence and Risk: Odd Fellows, Benevolence and the Social Limits of Actuarial Science, 1820s–1880s," *Past and Present* (2015)

SETH JACOBS

Professor

Ph.D., Northwestern University, 2000

FIELDS OF INTEREST

20th-century U.S.; U.S. foreign policy; U.S.-Asian relations

ACADEMIC PROFILE

Professor Jacobs is a political and cultural historian of the United States in the 20th century, especially the period since World War II. His research interests focus on the connection between U.S. domestic culture and foreign policy. He teaches undergraduate and graduate courses in American military and diplomatic history, the Vietnam War, the Cold War and America in the 1950s. The Society for Historians of American Foreign Relations (SHAFR) has honored him with two Stuart Bernath Prizes: for best article published in the field of diplomatic history (2002) and best book (2006). He won the New England Historical Association's James P. Hanlan Book Award in 2013.

SELECTED PUBLICATIONS

- ❖ *Rogue Diplomats: The Proud Tradition of Disobedience in American Foreign Policy* (2020)
- ❖ *The Universe Unraveling: American Foreign Policy in Cold War Laos, 1954–1962* (2012)
- ❖ "'No Place to Fight a War': Laos and the Evolution of U.S. Policy Toward Vietnam, 1954–1963." In *Making Sense of the Vietnam Wars: Local, National, and Transnational Perspectives*, eds. M. Bradley and M. Young (2007)
- ❖ *Cold War Mandarin: Ngo Dinh Diem and the Origins of America's War in Vietnam, 1950–1963* (2006)
- ❖ *America's Miracle Man in Vietnam: Ngo Dinh Diem, Religion, Race, and U.S. Intervention in Southeast Asia, 1950–1957* (2004)

MARILYNN 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 the founding director of Global Boston, a digital history project and website on Boston area immigration, and she currently serves as director of the graduate certificate program in the digital humanities.

SELECTED PUBLICATIONS

- ❖ *Global Boston* (digital history project, globalboston.bc.edu)
- ❖ *The New Bostonians: How Immigrants Have Transformed the Metro Area Since the 1960s* (2015)
- ❖ Co-ed., *What's New About the "New Immigration": Traditions and Transformations in the United States Since 1965* (2014)
- ❖ "The 'Quiet Revival': New Immigrants and the Transformation of Christianity in Greater Boston," *Religion and American Culture* (2014)
- ❖ "The Career Girl Murders: Gender, Race, and Crime in the 1960s New York," *Women's Studies Quarterly* (2012)
- ❖ *Violence in the West: The Johnson County Range War and the Ludlow Massacre, A Brief History with Documents* (2008)
- ❖ *Street Justice: A History of Police Violence in New York* (2003)
- ❖ *The Second Gold Rush: Oakland and the East Bay in World War II* (1993)

STACIE KENT

Assistant Professor

Ph.D., University of Chicago, 2015

FIELDS OF INTEREST

Comparative history; Asian history; history of capitalism; social theory

ACADEMIC PROFILE

Professor Kent's research and teaching focus on global capitalism in imperial and postcolonial contexts. Trained in history and social theory, her work connects the temporal rhythms, expansionist needs and spatial integration of capitalist reproduction to governance and work regimes in East and Southeast Asia.

SELECTED PUBLICATIONS

- ❖ "Moving Beyond the 'Unequal Treaties,'" *Frontiers of History in China* (2012)
- ❖ "Problems of Circulation in the Treaty Ports." In *Treaty Ports in Modern China: Land, Law, and Power*, eds. R. Bickers and I. Jackson (2016)

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 and modern world history. 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.

SELECTED PUBLICATIONS

- ❖ "Villagization and the Ambivalent Production of Rural Space in Tanzania." In *Disciplinary Spaces: Spatial Control, Forced Assimilation and Narratives of Progress Since the 19th Century*, eds. A. Fischer-Tahir and S. Wagenhofer (2017)
- ❖ *African Socialism in Postcolonial Tanzania: Between the Village and the World* (2015)
- ❖ "African Socialism and the Limits of Global Familyhood: Tanzania and the New International Economic Order in Sub-Saharan Africa," *Humanity* (2015)
- ❖ "Maoism in Tanzania: Material Connections and Shared Imaginaries." In *Mao's Little Red Book: A Global History*, ed. A. Cook (2014)
- ❖ "Self-Reliance and the State: The Multiple Meanings of Development in Early Post-Colonial Tanzania," *Africa: Journal of the International African Institute* (2012)
- ❖ "Militants, Mothers, and the National Family: Ujamaa, Gender, and Rural Development in Postcolonial Tanzania," *The Journal of African History* (2010)

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.

FACULTY PROFILES

SELECTED PUBLICATIONS

- ❖ “Gender and Race in Dixon’s Ideology.” In *Thomas Dixon, Jr., and the Birth of Modern America*, eds. M. Gillespie and R. Hall (2006)
- ❖ “Women and Southern Religion.” In *Religion in the American South*, eds. D. Matthews and B. Schweiger (2004)
- ❖ “A Tale of Two Patriarchs; Or, How a Eunuch and a Wife Created a Family in the Church,” *Journal of Family History* (2003)
- ❖ *Methodism and the Southern Mind, 1770–1810* (1998)

ZACHARY A. MATUS

Associate 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.

SELECTED PUBLICATIONS

- ❖ “Resurrected Bodies and Roger Bacon’s Elixir,” *Ambix* (2013)
- ❖ “Alchemy and Christianity in the Middle Ages,” *History Compass* (2012)
- ❖ “A Change of Complexion: Reconsidering Roger Bacon’s Apocalypticism in Light of His Alchemical and Scientific Thought,” *Harvard Theological Review* (2012)

YAJUN MO

Associate 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’s teaching interests include modern China, modern East Asia, history of travel and tourism, women’s and gender history, and history of photography. Her first book, *Touring China: A History of Travel Culture, 1912-1949* (Cornell University Press, 2021), explores

how early 20th-century Chinese sightseers described the destinations that they visited, and how their travel accounts gave Chinese readers a means to imagine their vast country. She is currently at work on a new book project, *From Shanghai to Shangri-La: Zhuang Xueben and China’s Ethnographic Frontier*, which focuses on the explorations and photographic work of the Sino-Tibetan frontiers conducted by Shanghai photographer Zhuang Xueben.

SELECTED PUBLICATIONS

- ❖ *Touring China: A History of Travel Culture, 1912-1949* (2021)
- ❖ “Boundaries and Crossings: Mobility, Travel, and Society in China, 1500–1953—A Survey of the Field,” *Mobility in History* (2015)
- ❖ “The New Frontier, Zhuang Xueben and Xikang Province.” In *Chinese History in Geographical Perspective*, eds. Y. Du and J. Kyong-McClain (2013)
- ❖ Chinese translation: Gail Hershatter, “Getting a Life: The Production of 1950s Women Labor Models in Rural Shaanxi.” In *Chongdu zhongguo nüxing shengming gushi/Beyond Exemplar Tales: Women’s Biography in Chinese History* (2011)

ARISSA OH

Associate Professor

Ph.D., University of Chicago, 2008

FIELDS OF INTEREST

20th-century U.S; U.S. immigration; Asian American history; family and kinship; race, gender, family and kinship; Cold War social history

ACADEMIC PROFILE

Professor Oh teaches courses on US immigration history, gender and migration, adoption and kinship, Asian American history, and the American Pacific. She has written on the origins of the practice of Korean and international adoption and is currently researching the history of marriage migration and immigration fraud.

SELECTED PUBLICATIONS

- ❖ “Japanese War Brides and the Normalization of Family Unification After World War II.” In *A Nation of Immigrants Reconsidered: US Society in an Age of Restriction, 1924–1965*, eds. M. Hsu, M. Cristina Garcia and M. Marinari (2019)
- ❖ *To Save the Children of Korea: The Cold War Origins of International Adoption* (2015)
- ❖ “From War Waif to Ideal Immigrant: The Cold War Transformation of the Korean Orphan,” *Journal of American Ethnic History* (2012)
- ❖ “A New Kind of Missionary Work: Christians, Christian Americanists and the Adoption of Korean GI Babies, 1955–1961,” *Women’s Studies Quarterly* (Fall/Winter 2005)

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 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*.

SELECTED PUBLICATIONS

- ❖ *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850* (2011)
- ❖ *The Spinning World: A Global History of Cotton Textiles, 1200–1850* (2009)
- ❖ “The State of Indian Social History,” *Journal of Social History* (2003)
- ❖ “The Great Divergence,” *Past and Present* (2002)
- ❖ *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720–1800* (2001)

DEVIN PENDAS

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 a synthetic history of law and mass violence in the modern world. Professor Pendas is a faculty affiliate and co-chair of the Contemporary Europe 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). He has been a guest professor at the University of Frankfurt in Germany and Meiji University in Tokyo, Japan.

SELECTED PUBLICATIONS

- ❖ *Democracy, Nazi Trials and Transitional Justice in Germany, 1945–1950* (2020)
- ❖ Co-editor, *Political Trials in Theory and History* (2017)
- ❖ Co-editor, *Beyond the Racial State: New Perspectives on Nazi Germany* (2017)
- ❖ “Against War: Pacifism as Collaboration and as Resistance.” In *The Cambridge History of the Second World War*, eds. M. Geyer and A. Tooze (2015)
- ❖ “Toward a New Politics? On the Recent Historiography of Human Rights,” *Contemporary European History* (2012)
- ❖ “Retroactive Law and Proactive Justice: Debating Crimes Against Humanity in Germany, 1945–1950,” *Central European History* (2010)
- ❖ “‘The Magical Scent of the Savage’: Colonial Violence, the Crisis of Civilization and the Origins of the Legalist Paradigm of War,” *Boston College International and Comparative Law Review* (2007)
- ❖ *The Frankfurt Auschwitz Trial, 1963–1965: Genocide, History and the Limits of the Law* (2006)

MARÍA DE LOS ÁNGELES PICONE

Assistant Professor

Ph.D., Emory University, 2019

FIELDS OF INTEREST

Modern Latin American history; environmental history; digital humanities; borderlands

ACADEMIC PROFILE

Professor Pincone’s current book project examines how people in the Northern Patagonian Andes, a border region between Chile and Argentina, created new understandings of the nation through their regional, often cross-border, experience of space. This study shows how different actors—namely explorers, settlers, authorities, visitors and bandits—sought to make Patagonia their own by transforming a collection of geographical sites into a landscape that evoked a shared past and a common future.

SELECTED PUBLICATIONS

- ❖ “Comentario a ‘Orden y comercio. La construcción de estado y ciudadanía en la cordillera norpatagónica a principios del siglo XX’ por Jorge Muñoz Sougarret y Eva Muzzopappa.” In *Araucanía-Norpatagonia: la fluidez, lo disruptivo y el sentido de la frontera*, eds. P. Núñez et al. (2018)
- ❖ “La idea de turismo en San Carlos de Bariloche a través de dos guías,” *Estudios y Perspectivas en Turismo* (2013)

FACULTY PROFILES

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. Professor Rafferty has written or edited seven books.

SELECTED PUBLICATIONS

- ❖ "The Politics of Pope Francis II," *Doctrine and Life* (2021)
- ❖ "The Catholic Church in Irish Studies." In *Routledge International Handbook of Irish Studies*, eds. M. Cronin et al. (2020)
- ❖ "The Politics of Pope Francis I," *Doctrine and Life* (2020)
- ❖ "David Moriarty's Episcopal Leadership in the Diocese of Kerry, 1854–77." In *Kerry: History and Society*, ed. M. Bric (2020)
- ❖ "Review of Conor Morrissey, *Protestant Nationalists in Ireland 1900–1923*," *Journal of Ecclesiastical History* (2021)
- ❖ "Review of Margaret M. Scull, *The Catholic Church and the Northern Ireland Troubles; 1968–1998*," *Journal of Ecclesiastical History* (2020)
- ❖ "Review of Thomas Paul Burgess (ed.), *The Contested Identities of Ulster Catholics*," *British Catholic History* (2020)
- ❖ "Review of Colin Barr, *Ireland's Empire: The Roman Catholic Church in the English Speaking World, 1829–1914*," *History Ireland* (2020)
- ❖ "Review of Kevin Whelan, *Religion, Landscape and Settlement in Ireland: from Patrick to Present*," *English Historical Review* (2020)
- ❖ "Review of Laura McAtackney, *An Archaeology of the Troubles: The Dark Heritage of Long Kesh/Maze Prison*," *Britain and the World* (2020)
- ❖ "Review of Richard Lawrence Jordan, *Paisleyism and Civil Rights. An Ambassador Unchained*," *Journal of Ecclesiastical History* (2020)
- ❖ *Violence, Politics and Catholicism in Ireland* (2016)
- ❖ *Irish Catholic Identities* (paperback, 2015)

VIRGINIA REINBURG

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 social and religious history in early modern Europe.

SELECTED PUBLICATIONS

- ❖ *"Storied Places: Pilgrim Shrines, Nature, and History in Early Modern France"* (2019)
- ❖ "History and Antiquity at French Pilgrim Shrines: Three Pyrenean Examples." In *For the Sake of Learning: Essays in Honor of Anthony Grafton*, eds. A. Blair and A. Goeing (2016)
- ❖ *French Books of Hours: Making an Archive of Prayer, c. 1400–1600* (2012)
- ❖ "Liturgy and the Laity in Late Medieval and Reformation France," *Sixteenth Century Journal* (1992)
- ❖ "Les pelerins de Notre Dame du Puy," *Revue d'Histoire de L'Eglise de France* (1989)

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 American history at both the undergraduate and graduate level. She is the author of six books on American politics and is a national commentator on American political history and the Republican Party. Professor Richardson is a leading #Twitterstorian, explaining the historical background of modern political issues through Twitter threads, the co-editor of *We're History*, a web magazine of popular history, and the author of *Letters from an American*, a chronicle of American politics since 2019.

SELECTED PUBLICATIONS

- ❖ *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America* (2020)
- ❖ *To Make Men Free: A History of the Republican Party* (2014)
- ❖ *Wounded Knee: Party Politics and the Road to an American Massacre* (2010)

- ❖ “North and West of Reconstruction: Studies in Political Economy.” In *Reconstructions: New Perspectives on the Postbellum America*, ed. T. Brown (2008)
- ❖ *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 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 Kriebel 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.

SELECTED PUBLICATIONS

- ❖ “Playing Milan: Secular Drama, Sacred Reform, and the Family Andreini.” In *Innovation in the Italian Counter-Reformation*, eds. S. McHugh and A. Wainwright (2020)
- ❖ “The Literary Lives of Health Workers in Late Renaissance Venice.” In *The Renaissance of Letters: Knowledge and Community in Italy, 1300–1650*, eds. P. Findlen and S. Sutherland (2020)
- ❖ “Weird Humanists.” *I Tatti Studies in the Italian Renaissance* (2019)

- ❖ “New Perspectives on Patria: The Andreini Performance of Florentine Citizenship.” In *Florence in the Early Modern World*, eds. N. Baker and B. Maxson (2019)
- ❖ “Throwing Aristotle from the Train: Women and Humanism.” In *The Routledge History of the Renaissance*, ed. W. Caferro (2017)
- ❖ *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

Pre-modern Middle Eastern history; Arabic historiography and literature; urban history; microhistory; book history; topography and landscape studies

ACADEMIC PROFILE

Professor Sajdi teaches various courses on Middle Eastern history, but specializes in the history of the pre-modern Arabic-speaking Eastern Mediterranean, the Levant. Her work has focused on textual production as a social practice that illuminates larger historical social phenomena. Thus, her first monograph, *The Barber of Damascus: Nouveau Literacy in the Eighteenth-Century Ottoman Levant* (2013, Turkish and Arabic translations in 2018), used the chronicle of a Damascene barber as a way of exploring social and cultural changes accompanying the emergence of new authors. Her current work is about a tradition of topographies, or prose cityscapes, of Damascus, which she is using to write a history of the city between the 12th and 20th centuries.

SELECTED PUBLICATIONS

- ❖ “Reclaiming Damascus: Rescripting Islamic Time and Space in the 16th century,” *History and Theory*, Special Issue: *Islamic Pasts: Histories, Concepts, Interventions* (2019)
- ❖ “Ibn ‘Asakir’s Children: Monumental Representations of Damascus Until the 18th Century.” In *Ibn ‘Asakir’s Influence on Arabic Historiography*, eds. S. Judd and J. Schneider (2017)
- ❖ “Print and its Discontents: A Case for Pre-Print Journalism and Other Sundry Print Matters,” *The Translator*, Special Issue: *Nation and Translation in the Middle East* (2009)
- ❖ Ed., *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century* (2008, in Turkish 2014)

FACULTY PROFILES

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 is the director of the Boston College Irish Studies Program and a member of the History Department, where he teaches Irish, British and Atlantic world history. He has been awarded visiting fellowships at the Long Room Hub, Trinity College Dublin (2018, 2012); at Queen’s University Belfast (2017-2018) at the University of Edinburgh, where he held a Leverhulme Fellowship (2007), and at the National University of Ireland, Galway (2013, 2004). He is the author of a number of books and articles that explore contemporary Irish and British history including *The BBC’s Irish Troubles: Television, Conflict and Northern Ireland* (2015), shortlisted for the 2015-2018 Christopher Ewart-Biggs Memorial Prize, and *A Loss of Innocence? Television and Irish Society 1960-1972*, winner of the 2011 James S. Donnelly Sr. Book Prize from the American Conference for Irish Studies. His new book, *The Oxygen of Publicity? Northern Ireland, the BBC and the Politics of Censorship in Thatcher’s Britain, 1979-1990*, will be published in 2022 by Oxford University Press.

SELECTED PUBLICATIONS

- ❖ *Northern Ireland, the BBC, and Censorship in Thatcher’s Britain* (2022)
- ❖ Co-author, “Rediscovering Poverty: Moneylending in the Republic of Ireland in the 1960s,” *Irish Historical Studies* (2021)
- ❖ “Broadcasting on the Island of Ireland, 1916-2016.” In *The Cambridge History of Modern Ireland*, vol. 4, ed. T. Bartlett (2018)
- ❖ *The BBC’s Irish Troubles, Television, Conflict and Northern Ireland* (2015)
- ❖ *Seán Lemass* (2014)
- ❖ “Film, Broadcast Media and Modern Ireland.” In *The Oxford Handbook of Modern Irish History*, ed. A. Jackson (2014)
- ❖ *A Loss of Innocence? Television and Irish Society, 1960–1972*, (2010)
- ❖ Ed. and contributing author, *Ireland in the New Century: Politics, Culture and Identity* (2003)
- ❖ *Seán Lemass. Life and Times* (1999)
- ❖ *Irish Television: The Political and Social Origins* (1996)

SYLVIA SELLERS-GARCÍA

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 policing and criminality in late colonial Guatemala. Grounded in criminal cases from the Archivo General de Centroamérica, the project considers how conceptions of order and disorder informed the construction of modern criminals.. More broadly, her interests include historical methodology, the global 18th century and the history of empire.

SELECTED PUBLICATIONS

- ❖ *The Woman on the Windowsill: A Tale of Mystery in Several Parts* (2020)
- ❖ “How Things Disappear,” *Sewanee Review* (2020)
- ❖ *Distance and Documents at the Spanish Empire’s Periphery* (2013)
- ❖ “The Criminal Record,” *Virginia Quarterly Review* (2009)
- ❖ *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 history; historical memory; social movements; relations with Asia; global and comparative history

ACADEMIC PROFILE

Professor Seraphim is a historian of modern and contemporary Japan and the director of the Asian Studies Program. Her work focuses on the contested place of Japan’s empire and war in Asia in postwar politics, society and culture. She is currently writing a global and comparative history of Allied efforts after World War II to punish thousands of Japanese and German war criminals in diverse locations across Asia and Europe, and the opportunities that the longer-term execution of sentences offered Japanese and Germans eager to reintegrate and rehabilitate their societies. The shift from the exclusive focus on legal prosecution of a few leaders to the incarceration of and ultimately clemency for many brings the 1950s into sharper focus and relates global to intimate spaces of justice.

SELECTED PUBLICATIONS

- ❖ Co-editor, *Japanese Constitutional Revisionism and Civic Activism* (2021)
- ❖ “Spaces of Punishment.” In *70 Years Later: The International War Crimes Tribunal for the Far East*, eds. V. Dittrich et al., Nuremberg Academy Series (2020)
- ❖ “Carceral Geographies of Japan’s Vanishing Empire: War Criminals Prisons in Asia.” In *The Dismantling of the Japanese Empire in East Asia: Deimperialization, Postwar Legitimacy, and Imperial Afterlife*, ed. Barak Kushner (2016)
- ❖ Co-author, “Hanaoka Monogatari: The Massacre of Chinese Forced Laborers, Summer 1945,” *The Asia-Pacific Journal: Japan Focus* (2015)
- ❖ “Relocating War Memory at Century’s End: Japan’s Postwar Responsibility and Global Public Culture.” In *Ruptured Histories: War, Memory, and the Post-Cold War in Asia*, eds. S.M. Jager and R. Mitter (2007)
- ❖ *War Memory and Social Politics in Japan, 1945–2005* (2006)

OWEN STANWOOD

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. He is the author of two books. The first, *The Empire Reformed: English America in the Age of the Glorious Revolution* (2011), examined how fears of Catholicism galvanized and transformed Anglo-American political culture during the last decades of the 17th century. His newest book, *The Global Refuge: Huguenots in an Age of Empire* (2020), focuses on 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 New England to the Indian Ocean and playing a leading role in the development of the British and Dutch empires. 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, the history of Jesuits in North America, and the French Atlantic experience.

SELECTED PUBLICATIONS

- ❖ *The Global Refuge: Huguenots in an Age of Empire* (2020)
- ❖ “Imperial Vineyards: Wine and Politics in the Early American South.” In *Experiencing Empire: Power, People, and Revolution in Early America*, ed. P. Griffin (2017)

- ❖ “From the Desert to the Refuge: The Saga of New Bordeaux,” *French Historical Studies* (2017)
- ❖ “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)
- ❖ “Catholics, Protestants, and the Clash of Civilizations in Early America.” In *The First Prejudice: Religious Tolerance and Intolerance in Early America*, ed. C. Beneke and C. Grenda (2010)
- ❖ “The Protestant Moment: Antipopery, the Revolution of 1688–89, and the Making of an Anglo-American Empire,” *Journal of British Studies* (2007)
- ❖ “Captives and Slaves: Indian Labor, Cultural Conversion, and the Plantation Revolution in Virginia,” *Virginia Magazine of History and Biography*, (2006)
- ❖ “Unlikely Imperialist: The Baron of Saint-Castin and the Transformation of the Northeastern Borderlands,” *French Colonial History* (2004)

MARTIN SUMMERS

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, and medicine and public health in the African diaspora. Professor Summers’ current research project is an historical examination of how social scientists, psychiatrists and psychiatric social workers, government officials and community organizers understood the relationship between urbanization and mental illness, and consequently sought to address the mental health care needs of African Americans in so-called ghettos. His research has been supported by the Ford Foundation, the American Council of Learned Societies and the Radcliffe Institute for Advanced Study.

SELECTED PUBLICATIONS

- ❖ *Madness in the City of Magnificent Intentions: A History of Race and Mental Illness in the Nations Capital* (2019)
- ❖ “Diagnosing the Ailments of Black Citizenship: The African American Medical Profession and the Politics of Mental Illness, 1895–1940.” In *Precarious Prescriptions: Contested Histories of Race and Health in North America*, eds. L. Green, J. McKiernan-Gonzalez and M. Summers (2014)

FACULTY PROFILES

- ❖ “‘Suitable Care of the African When Afflicted With Insanity’: Race, Madness, and Social Order in Comparative Perspective,” *Bulletin of the History of Medicine* (2010)
- ❖ *Manliness and Its Discontents: The Black Middle Class and the Transformation of Masculinity, 1900–1930* (2004) [Recipient of 2005 American Historical Association-Pacific Coast Branch Book Award]
- ❖ “Diasporic Brotherhood: Freemasonry and the Transnational Production of Black Middle-Class Masculinity,” *Gender and History* (2003)
- ❖ “‘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. Professor Valencius has been named a Fellow of the American Association for the Advancement of Science.

SELECTED PUBLICATIONS

- ❖ *The Lost History of the New Madrid Earthquakes* (2013)
- ❖ *The Health of the Country: How American Settlers Understood Themselves and Their Land* (2002)

LING ZHANG

Associate Professor

Ph.D., Cambridge University, 2009

FIELDS OF INTEREST

Environmental, economic, and political history of China; political economy; political ecology; environmental philosophy and ethics; spatial and infrastructure studies; history of geology and biology; new materialism and posthumanism

ACADEMIC PROFILE

Professor Zhang is an environmental-economic-political historian of pre-modern China. Her research interests include Chinese history, political economy, political ecology, science studies, space and infrastructure, and environmental philosophy and ethics. Her first book, *The River, the Plain, and the State: An Environmental Drama in Northern Song China, 1048–1128*, won the 2017 George Perkins Marsh Prize for best book of the year from the American Society for Environmental History. She is currently preparing two book manuscripts, *108 Meters: Vertical Ecology and Techno-Political Geology in East China* and *After the Deluge: From Geomythology to Geoengineering*. She is the co-editor (with John R. McNeill) of the “Studies in Environment and History” book series by Cambridge University Press. As an associate researcher at the Fairbank Center for Chinese Studies, she convenes the center’s Environment in Asia research series. Prior to joining Boston College, Professor Zhang was a Ziff Environmental Fellow at the Harvard University Center for the Environment and a postdoctoral fellow in the Program of Agrarian Studies at Yale University.

SELECTED PUBLICATIONS

- ❖ “The Matter of Time,” *Verge: Studies in Global Asias* (2021)
- ❖ *The River, the Plain, and the State: An Environmental Drama in Northern Song China, 1048–1128* (2016)
- ❖ “The Journey of Sand: How the Yellow River Has Shaped Lankao County,” *Rachel Carson Center Perspectives* (2014)
- ❖ “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)
- ❖ “Harmony or Disharmony: Traditional Chinese and Their Natural Environment.” In *Demystifying China: New Understandings of Chinese History*, ed. N. Standen (2012)
- ❖ “Ponds, Paddies, and Frontier Defence: Environmental and Economic Changes in Northern Hebei in Northern Song China (960–1127),” *Journal of Medieval History* (2011)
- ❖ “Changing with the Yellow River: An Environmental History of Hebei, 1048–1128,” *Harvard Journal of Asiatic Studies* (2009)

COURSES

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 vary from year to year, the following list is illustrative of the range of courses offered.

FALL 2022 COURSES

Public Culture in Postwar Japan	Seraphim
Democracy Movements and Contemporary China	Mo
The Ottoman Empire, 1300–1924	Braude
Michelangelo and His World	Braude
Ireland Between the Orange and the Green	Beiner
Film, Media and Modern Ireland	Savage
Housing America	Glass
Nannies, Maids and Mail Order Brides: Gender and Migration in U.S. History	Oh
U.S. Foreign Policy I	Jacobs
Terrorism in America	Gallagher
Revolutionary Terrorism	Bourg
Graduate Colloquium: Race, Culture and Power	Lal
Colloquium: U.S. History from 1877	Oh
Graduate Colloquium: Digital Humanities	Lehman
Colloquium for Master's Degree Students	Matus
Colloquium: Introduction to Doctoral Studies	Reinburg
Graduate Seminar: Medieval History	Fleming
Graduate Seminar: Early Modern (European) History	Ross

SPRING 2023 COURSES

Ireland at War in the 20 th Century	Rafferty
Borders and Frontiers in Modern Latin America	Picone
Romans and Barbarians	Fleming
The Witch, the Church and the Law	Reinburg
Brave New Worlds: Communist Utopias and Dystopias	Eaton
African Landscapes and Localities	Lal
Oral History: Theory and Practice	Beiner
History, Memory and Forgetting in Modern Ireland	Beiner
Persecution and Toleration	Stanwood
Nazi Germany	Pendas
Gender and Women in Modern China	Mo
The Inquisition in Spain and Spanish America	Sellers-Garcia
Drugs and Money: Opioids in Global History	Kent
American Madness: History of Mental Illness in the United States	Summers
U.S. Foreign Policy II	Jacob
Religion and Espionage	Gallagher
Graduate Seminar: U.S. to 1900	Richardson
Graduate Colloquium: Early America in an Atlantic World	Stanwood
Graduate Colloquium: The 1970s	Bourg
Graduate Colloquium: Modern Europe	Pendas
Graduate Colloquium: Global History	Seraphim
Capstone: Digital Humanities as Public Scholarship	Lehman
Dissertation Seminar	Parthasarathi

OUTCOMES

Recent Dissertations

2021–2022

Lindsay Paturalski, “To Bring Them Under Control”: Vaccination and Medical Authority in England, India and Jamaica, c. 1800–1910”

2020–2021

Katherine Carper, “The Migration Business, 1824–1876”

Daniel Hood, “The Fire Problem: Social Responsibility for Fire in the British Empire, 1817–1919”

Fumi Inoue, “The Politics of Extraterritoriality in Post-Occupation Japan and U.S.-Occupied Okinawa, 1952–1972”

Colin McConarty, “‘A Final Solution of the Negro Question’: Reconciliation, the New Navy and the End of Reconstruction in America”

Michael McLean, “Democracy through Empire: Dakota Territory, 1861–1889”

David Sessions, “Man, Machines and Modernity: Inventing ‘Industrial Society’ in French Social Science, 1930–1975”

2018–2019

Matthew Delvaux, “Transregional Slave Networks of the Northern Arc, 700–900 C.E.”

Joanna Kelly, “Evangelical Television and the Politicizing of the Evangelical Message, 1950–1994”

John Morton, “Making Nations: The Northeastern Borderlands in an Age of Revolution, 1760–1820”

Alexander Noonan, “Anarchist Terrorism and American National Security, 1881–1903”

Clayton Trutor, “Major League City: Atlanta, Professional Sports, and the Making of a Sunbelt Metropolis, 1961–1976”

2017–2018

Peter Berard, “Managing Revolution: Cold War Counterinsurgency and Liberal Governance”

Craig Gallagher, “Covenants and Commerce: Scottish Networks and the Making of the British Atlantic World”

Felix Jiménez Botta, “Embracing Human Rights: Grassroots Solidarity Activism and Foreign Policy in Seventies West Germany”

Adam Rathge, “Cannabis Cures: American Medicine, Mexican Marijuana, and the Origins of the War on Weed, 1840–1937”

Carolyn Twomey, “Living Water, Living Stone: The History and Material Culture of Baptism in Early Medieval England, c. 600–c. 1200”

Allison Vander Broek, “Rallying the Right-to-Lifers: Grassroots Religion and Politics in the Building of a Broad-Based Right-to-Life Movement, 1960–1984”

2016–2017

Peter Cajka, “The Rights of Conscience: The Rise of Tradition in America’s Age of Fracture, 1940–1990”

James Clifton, “A Nuclear Family: Britain, America, and NATO Rearmament during the Late Cold War”

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

Janet Kay, “Old, New, Borrowed, and Buried: Burial Practices in Fifth-Century Britain, 350–550 CE”

Amy Limoncelli, “Great Britain and International Administration: Finding a New Role at the United Nations, 1941–1975”

Christopher Staysniak, “‘The volunteer who seeks to help others also helps himself’: Religion, Class, and the Development of Youth Volunteer Service in the United States, 1934–1973”

Andrea Wenz, “Bernardino Ochino of Siena: The Composition of the Italian Reformation at Home and Abroad”

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”

Jesse Tumblin, “The Widening Gyre: Security, Sovereignty, and the Making of Modern Statehood in the British Empire, 1989–1931”

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 Domesday: Towns in Anglo-Saxon England”

Jared Hardesty, “Slavery, Freedom and Dependence in Pre-Revolutionary Boston”

Anna Kolchinsky, “Tuberculosis as Disease and Politics In Germany, 1871–1961”

Jonathan Kuiken, “Empires of Energy: Britain, British Petroleum, Shell and the Remaking of the International Oil Industry, 1957–1979”

Grainne McEvoy, “Justice and Order: American Catholic Social Thought and the Immigration Question in the Restriction Era, 1917–1965”

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

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
Carleton College
Columbia University
DeSales University
Eastern Connecticut State University
Merrimack College
Minot State University
Myazaki International College
Northeastern University
Norwich University
Oakland University
Princeton University Society of Fellows in the Liberal Arts
Purdue University, Fort Wayne
Salem State University
Simon Fraser University
Springfield College
St. Francis University
St. Joseph's University
SUNY Old Westbury
Triton College
University of California, Berkeley
University of Minnesota
University of North Carolina, Greensboro
University of South Carolina
U.S. Naval War College
Western Washington University

MORRISSEY COLLEGE OF ARTS AND SCIENCES

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 Human Development and the School of Social Work.

With approximately 800 graduate students and nearly 500 full-time faculty, the the Morrissey College of Arts and Sciences 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 nearly 3 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 University, 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.

STUDENT LIFE AND CAMPUS RESOURCES

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 15,400 students, 882 full-time faculty and more than 188,000 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 36th 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 4,300 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 and Human Development, Woods College of Advancing Studies, Boston College Law School, 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.

STUDENT LIFE AND CAMPUS RESOURCES

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 Brighton 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.

MARGOT CONNELL RECREATION CENTER

The Margot Connell Recreation Center redefines the future of fitness and recreation at Boston College. The 244,000-square-foot, four-story structure offers our community an inspired space to play, pursue sports, gather with friends and work out. This facility includes a fitness center, rock climbing wall, jogging track, aquatics center, wood-floor basketball courts, tennis courts, multi-activity courts, multi-purpose rooms for spin, yoga and fitness classes, and so much 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 AND 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/mcgs for detailed information on how to apply.

Application requirements Include:

❖ Application Form:	Submitted online, via the MCGS 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 (optional).
❖ 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: <i>(international only)</i>	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.

BOSTON COLLEGE

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