

Take History Make History



Fall 2024

William P. Clements Department of History

Fall 2024 HISTORY COURSE SCHEDULE

Subj/Class/Sect.	Course Title	Day	Time	Instructor	Room
HIST 1311-001	Western Civilization	MWF	10:00-10:50am	Lopez, Bianca	207 HCSH
HIST 1321-001	Introductory Topics/American History: US Presidents at Wat	MWF	9:00-9:50 am	Engel, Jeffrey	306 DH
HIST 1322-001H	Renaissance Queens & Mistresses	Tu/Th	11:00-12:20 pm	Wellman, Kathleen	206 Prothro
HIST 1325-001	Doing Digital History	MWF	11:00-11:50 am	Carté, Katherine	218 ACSH
HIST 2311-001	Out of Many: US History to 1877	MWF	9:00-9:50 am	Graybill, Andrew	138 ACSH
HIST 2312-001	Unfinished Nation: US 1877-Pres	Tu/Th	11:00-12:20 am	Knock, Thomas	102 DH
HIST 2390	Civilization of India	MWF	10:00-10:50am	TBD	218 ACSH
HIST 2395-001	Modern East Asia	MWF	9:00-9:50 am	Keliher, Macabe	155 FOSS
HIST 3301-701C	Human Rights: America's Dilemma	T	6:30-9:20 pm	Halperin, Rick	120 Clem
HIST 3301-702C	Human Rights America's Dilemma	W	6:30-9:20 pm	Halperin, Rick	120 Clem
HIST 3304-001	African Americans & Civil Rights	Tu/Th	2:00-3:20 pm	Hamilton, Ken	142 DH
HIST 3310-001H	Problems in American History: Nativism and Racial Nationalism	Tu/Th	2:00-3:20 pm	Foley, Neil	357 DH
HIST 3312-001	Women in US to 1900	Tu/Th	9:30-10:50 am	DeLuzio, Crista	129 Heroy
HIST 3313-001	African Americans in US 1607-1877	Tu/Th	9:30-10:50 am	Hamilton, Ken	110 Junkins
HIST 3318-001	History of China	MWF	2:00-2:50pm	Keliher, Macabe	357 DH
HIST 3328-001	History of Modern Germany	MW	3:00-4:20 pm	Hochman, Erin	156 DH
HIST 3334-001	France Since 1789	MWF	3:00-3:50 pm	Winnie, Laurence	142 DH
HIST 3341-001	Soviet/Post Soviet Society & Politics	Tu//Th	12:30-1:50pm	Miller, Brandon	155 FOSS
HIST 3347-001	Civil War and Reconstruction	MWF	10:00-10:50 am	Ron, Ariel	306 DH
HIST 3364-001	History of Consumer Culture	Tu/Th	11:00-12:20pm	McCrossen, Alexis	357 DH
HIST 3365-001	Problems in European History: Black Death	MWF	3:00-3:50 pm	Lopez, Bianca	116 DH
HIST 3365-002	Problems in European History: History of Tech, Culture, & Society	Tu/Th	9:30-10:50am	Palmer, Scott	200 Hyer
HIST 3381-001	The First World War and its Impact	MWF	11:00-11:50 am	Hochman, Erin	306 DH
HIST 3382-001	History of Mexico	Tu/Th	11:00 am-12:20 pm	Mijangos y González, Pablo	116 DH
HIST 3395-001	Problems in Asian History: Modern South Asia	MWF	9:00-9:50am	TBD	218 ACSH
HIST 4300-001	Junior Seminar Domestic Roots of Foreign Policy	T	2:00-4:50 pm	Knock, Thomas	70 DH

HIST 4300-002	Junior Seminar Julius Caesar and the Fall of the Roman Republic	M	2:00-4:50 pm	Melissa Dowling	343 DH
HIST 4390-001	Senior Seminar US Cultural History	Th	2:00-4:50 pm	McCrossen, Alexis	102 DH
HIST 4390-003	Senior Seminar The Enlightenment	W	2:00-4:50 pm	Wellman, Kathleen	225 Clem
HIST 6300-001	Historiography	W	1:00-3:50pm	Graybill, Andrew	136 Ware
HIST 6301-001	Colloquium: Early America	M	2:00-4:50pm	Carté, Katherine	70 DH
HIST 6321-001	Problems in Latin American History	T	2:00-4:50pm	Mijangos y Gonzalez, Pablo	138 DH
HIST 6340-001	Women and Gender	Th	2:00-4:50pm	DeLuzio, Crista	70 DH

Undergraduate Program

The History Major

Within the minimum 122-semester-hour degree, 33 semester hours in history are required for the History major. Students must take at least six semester hours in each of the following three areas:

(1) United States history, (2) European history, and (3) African, Asian, Latin American, or Middle Eastern history. At least eighteen semester hours in courses at the 3000-4000 level are required for all majors, which includes two required courses, HIST 4300 and HIST 4390. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must be passed with a grade of C minus or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

History 4300, the Junior Seminar in Research and Writing, is required. It counts as three hours of the eighteen advanced hours required for the major but cannot be counted toward area distribution requirements for the major. HIST 4390, the Senior Seminar, counts towards the area distribution requirement as well as toward the advanced credit requirement. NOTE: Majors are required to take the Junior Seminar during their junior year—not before or after that time. Any exception to this rule must be cleared by both the Director of Undergraduate Studies and the Department Chairperson.

The History Minor

Students with a general interest in history may pursue a minor by taking fifteen semester hours of departmental coursework. Nine semester hours must be taken at the 3000-4000 level. Students may transfer in no more than two of the five courses required for the minor. Only one of the three required advanced courses may be transferred in. Courses for the minor may not be taken pass/fail. All advanced courses taken for the minor must be passed with a grade of C minus or better. Students intending to take a minor in the department should design a program of study in consultation with the Director of Undergraduate Studies.

Internship Program

To promote learning based on practical experience and to expose students to some of the careers that can be pursued with a history major, the History Department offers the opportunity to earn up to three credit hours for an approved internship (HIST 4185, HIST 4285, HIST 4385). For details about the program, contact the department's Internship Coordinator Katherine Carté(kecarte@mail.smu.edu).

Departmental Distinction

History majors with sufficiently high standing may graduate with honors in history by applying for the degree "with departmental distinction." Eligible students—those who have completed 21 hours of History credit, including the Junior Seminar— with a 3.7 History GPA and overall 3.5 GPA—will be invited by the Director of Undergraduate Studies to apply. Candidates for distinction will enroll in HIST 4375 and pursue an individual research project under the direction of a particular professor. Such a major research project will develop out of the HIST 4390, the Senior Seminar, or HIST 4300, the Junior Seminar. The research project will be presented as a thesis before the end of the semester. The successful honors candidate must pass an oral examination on the thesis before a committee of three history faculty and receive at least an A minus on the work to receive honors.

Academic Prizes for Undergraduates

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2023 Spring or Fall semesters are eligible for the 2023 Jacobus Junior Paper Prize in History, awarded near the end of the Spring semester of 2024. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor a long-time friend of SMU and history enthusiast and benefactor, Henry S. Jacobus, Jr. After retiring as a respected member of the Dallas business community, Mr. Jacobus began auditing History courses at SMU, and became a good friend to professors and students alike. We wish to honor Mr. Jacobus, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the prize will be selected from among junior research papers completed during the Spring and Fall semesters of 2023. Nominations are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, email the Director of Undergraduate Studies, Professor Ariel Ron, aron@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

This award is given in honor of the late Professor and historian Herbert Pickens Gambrell (SMU class of 1921), who was the founder of SMU Press, the first managing editor of the *Southwest Review*, and a leader in various organizations, including the Dallas Historical Society, the Texas Historical Association, and the Texas Institute of Letters.

The Stanton Sharp Award for Outstanding Service and Academic Achievement

This award is named in honor of Stanton Sharp, the son of our generous long-time benefactor, the late Ruth Sharp Altshuler, the former chairperson of the SMU Board of Trustees. For almost 30 years, the Sharp fund has enhanced faculty research and teaching in the History Department. The endowment has afforded the faculty greater professional opportunities and annually recognizes a history major for academic success and service to SMU.

UNDERGRADUATE COURSES

NOTE: BE SURE TO CHECK ONLINE AT MY.SMU FOR THE MOST UP-TO-DATE INFORMATION ON THE UNIVERSITY CURRICULUM REQUIREMENTS THAT EACH COURSE FULFILLS.

Western Civilization to 1527

Fulfills: UC2016 Breadth: Historical Contexts

Common Curriculum: Historical Contexts, Oral Communication

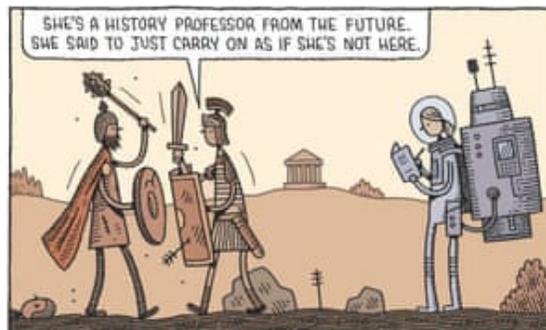
HIST 1311-001

Monday/Wednesday/Friday - 10:00am-10:50am – Harold Simmons Hall 207

Professor Bianca Lopez

This course considers the emergence of the pre-modern West as a global phenomenon, beginning with prehistory, continuing through the rise of Western Asian society from 3500 B.C., the emergence of Mediterranean city states and empires, the striving for order in medieval Europe and finally the reformations and revolutions of the early sixteenth century. In particular, we will investigate how interconnectivity shaped what we now call western civilization, and how a basic human need for resources drove social interaction, for good or for ill. As a result of trade, cultural encounters, and warfare, western civilization was shaped as much by external forces as internal ones. Students will be introduced to a broad range of primary sources, including epic poetry, religious texts, legal codes, and histories, and be expected to think and write about how each source reflects economic interconnectivity and cultural interaction.

Readings Include: 1) Anonymous, *The Epic of Gilgamesh*, trans. Andrew George (Harmondsworth: Penguin Books, 2003). 2) Homer, *The Odyssey*, trans. Robert Fagles (Harmondsworth: Penguin Books, 2006). 3) Plato, *The Last Days of Socrates*, trans. Christopher Rowe (Harmondsworth: Penguin Books, 2011). 4) Julius Caesar, *The Conquest of Gaul*, trans. S. A. Handford, Revised Edition (Harmondsworth: Penguin Books, 1983). 5) Augustine of Hippo, *The Confessions*, trans. Henry Chadwick (Oxford: Oxford University Press, 2008). 6) Bede, *Ecclesiastical History of the English People*, trans. Colgrave Bertram et al., Revised Edition (Oxford: Oxford University Press, 2008). 7) Peter Abelard, *The Letters of Abelard and Heloise*, trans. Betty Radice, Revised Edition (Harmondsworth: Penguin Books, 2004). 8) Dante Alighieri, *The Divine Comedy: Volume 1. The Inferno*, trans. Mark Musa (Harmondsworth: Penguin Books, 2002). 9) Christopher Columbus, *The Four Voyages*, trans. J.M. Cohen (Harmondsworth: Penguin Books, 1992). 10) Thomas F. X. Noble et al., ed., *Western Civilization: Beyond Boundaries, Volume A: To 1500*. Sixth Edition (Boston: Wadsworth Publishing, 2011).



Introductory Topics in American History Presidents at War

Fulfills: UC2016 Breadth: Historical Contexts
Proficiencies & Experiences: Writing

Common Curriculum: Historical Contexts Human Diversity; Oral Communication; Writing

HIST 1321-001

Monday/Wednesday/Friday – 9:00am-9:50am – 306 Dallas Hall
Professor Jeffrey Engel

"War is the health of the state," Randolph Bourne suggested amidst World War I. It is certainly a sad but omnipresent aspect of modern American life, in the 20th and 21st centuries in particular, and a key lens through which we view and evaluate our commanders-in-chief. In order better to understand their role as leaders, and the nation's role in the world, this course explores the way American presidents, from William McKinley to Joseph Biden, have waged war and led during wartime.

Readings include: 1) Andrew Bacevich, *The New American Militarism: How Americans Are Seduced by War*; 2) Jeffrey A. Engel et al, *America in the World: A History in Documents from the War with Spain to the War on Terror*; 3) George Herring, *From Colony to Superpower: US Foreign Relations since 1776*; 4) Mark Atwood Lawrence, *The Vietnam War: A Concise History*; 5) Melvyn Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*; 6) J. Samuel Walker, *Prompt and Utter Destruction: Truman and the Use of the Atomic Bombs against Japan*.



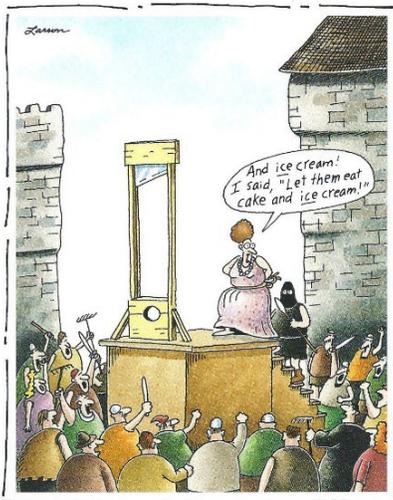
Cartoon of 1951 depicts Harry Truman asking Congress for powers he is not big enough to handle, from Marcus Quallife's *American Presidents and the Presidency* (American Heritage Press).

Seminar in European History

Renaissance Queens and Mistresses

Fulfills: UC2016 Breadth: Historical Contexts

Common Curriculum: Historical Contexts, Writing



Marie Antoinette's last-ditch effort to save her head.

HIST 1322-001H

Tuesday/Thursday – 11:00am-12:20pm-Prothro Hall 206

Professor Kathleen Wellman

This seminar will focus on officially designated royal mistresses and queens as way to explore the history of Renaissance France and the history of women. It will treat their lives and the myths constructed around them by looking at memoirs, paintings, chronicles, poetry, etc. to understand the process of historical writing. It will also explore the ways these women have been used in French history since the Renaissance to explore the development of historiography. A focus on specific women will illuminate the broader culture of the French Renaissance. Students will read works these women wrote, including Marguerite d'Angoulême, *Heptameron* and Marguerite de Navarre, *Mémoires*, collections of writings about them, and recent secondary sources to place them in context.

Readings include: 1) Katherine Chang (ed.) *Catherine de Medici, Portraits of the Queen Mother*; 2) Marguerite de Navarre, *Heptameron*; Marguerite de Valois, *Memoirs*; 3) Kathleen Wellman, *Queens and Mistresses of Renaissance France*; 4) Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*.

Doing Digital History

Fulfills UC2012: Pillars/ Historical Context (Level 1)

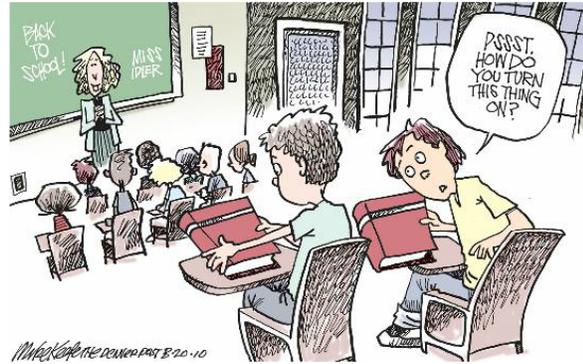
Fulfills UC2016 Breadth: Historical Context/Technology and Mathematics

HIST 1325-001

Monday/Wednesday/Friday, 11:00am-11:50am, Annette Caldwell Simmons Hall 218

Professor Katherine Carté

How can we reconstruct the lives of freedom seekers, those who fled bondage in antebellum America? In HIST 1325, we will use digital research into primary sources, GIS mapping, and online-story maps to study the traces of these people, and the efforts of others to find them, in the newspapers. Students will learn about the economy and society of early America, and they will gain key digital competencies. No computer or historical experience is necessary.



Out of Many

History of the United States to 1877

Fulfills UC Pillar: Individuals, Institutions & Cultures (Level 1)

Common Curriculum: Historical Contexts

HIST 2311-001

Monday/Wednesday/Friday-9:00am-9:50am- Annette Caldwell Simmons Hall 138

Professor Andrew Graybill

This course offers a survey of American history, from sixteenth-century European exploration to the end of Reconstruction. While following a rough chronology, the organization of the class is intended to emphasize the central themes of the period, divided into four broad but overlapping categories: 1) encounters and interactions between Europeans and Indians, Africans, and immigrants, with particular attention to the importance of race in shaping political discourse; 2) political development, including the establishment of European colonies, American independence and the creation of the United States, and the sectional division that culminated in the Civil War; 3) the vast economic changes that transformed the U.S. from an agrarian society to a nascent industrial power; 4) the importance of social movements spawned by these sweeping political and economic developments, including religious reform, women's suffrage, and abolitionism.

Readings include: 1) Frederick M. Binder and David M. Reimers, The Way We Lived: Essays and Documents in American Social History, vol. I, 1492-1877. 2) John Demos, The Unredeemed Captive: A Family Story from Early America; 3) Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave; 4) Hannah Foster, The Coquette: A Novel; John M. Murrin, et al, Liberty, Equality, Power: A History of the American People, vol. I: to 1877.

The United States Since 1865

Fulfills: UC 2016 Individuals, Institutions, and Cultures
Common Curriculum: Historical Contexts

HIST 2312-001

Tuesday/Thursday – 11:00am-12:20pm –Dallas Hall 102
Professor Thomas Knock

This course examines American history from the beginning of post-Civil War Reconstruction through the Vietnam War era. We will explore national politics, culture and society, economic developments, and international relations. In addition, topics include the Spanish American War, World Wars I and II, the Progressive era, the Great Depression, the Civil Rights movement, and the Cold War. Along with traditional political elites, we will also focus on the lives of various other groups, including minorities, immigrants, and women, and the roles they played in American society.



Readings include: 1) Murrin, McPherson, Hamalainen, Johnson, Brunzman, Gerstle, Rosenberg, Rosenberg, & Fahs, *Liberty, Equality, Power: A History of the American People*, Vol. II (8th edition.); 2) Gorn, Roberts, and Bilhartz (eds.), *Constructing the American Past*, Vol. II (8th edition.).

Civilization of India

Fulfills: UC 2016 Human Diversity, Common Curriculum: Historical Contexts

HIST 2390-001

Monday/Wednesday/Friday – 10:00am-10:50am-Annette Caldwell Simmons Hall 218

Modern East Asia

Fulfills: CC2020 Historical Contexts (HC); Human Diversity (HD) UC 2016 Breadth: Historical Contexts;
UC 2012/2016 Human Diversity

HIST 2395-001

Monday/Wednesday/Friday- 9:00am-9:50pm – Fondren Science Hall 155
Professor Macabe Keliher

Explores the social, political, and economic organization of life in East Asia from 1600 to the present. Focusing on the changes and transformations in China, Japan, and Korea, the course looks at how the region has shaped and been shaped by the challenges of the modern world with a particular emphasis on modernization and late industrialization. Students will engage in key issues in political and social organization, economic development, and industrial programs.

Readings include: 1) Chalmers Johnson, *MITI and the Japanese Miracle*; 2) Isabella Weber, *How China Escaped Shock Therapy*; 3) Alice Amsden, *Asia's Next Giant*; 4) Helen Hughes, *Achieving Industrialization in East Asia*.

Human Rights: America's Dilemma

Fulfills UC2016: Breadth/ Historical Contexts

Fulfills UC2016: Proficiencies & Experiences/Writing/Community Engagement

Common Curriculum: Historical Contexts, Community Engagement, Writing

HIST 3301-701C (Co-listed with HRTS 3301-701C) and 3301-702C (Co-listed with HRTS 3301-702C)

Tuesday—6:30pm-9:20pm—120 Clements Hall

Wednesday—6:30pm-9:20pm—120 Clements Hall

Professor Rick Halperin

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course will examine certain violations of human rights within their historical context and will also focus on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention will also be given to the evolution of both civil and human rights as entities within global political thought and practice. Students will be encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies rather than on biased accounts or emotional arguments. From torture to terrorism and from slavery to genocide, students will discuss the current status of human rights in the world today.

Readings include: 1) Rebecca Cook, *Human Rights for Women*; 2) Dee Brown, *Bury my Heart at Wounded Knee*; 3) John T. Parry, *Understanding Torture: Law, Violence, and Political Identity*; 4) Henry Friedlander, *Origins of Nazi Genocide*; 5) Ben Kiernan, *Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor*; 6) Samantha Power, *A Problem From Hell: America and Age of Genocide*.

African Americans & Civil Rights

Fulfills: UC 2016 Human Diversity, Common Curriculum: Historical Contexts

HIST 3304-001

Tuesday/Thursday-2:00pm-3:20pm-Dallas Hall 142

Professor Kenneth Hamilton

History 3304 is an investigation of the actions and reactions of African Americans during the origin, evolution and decline of the Civil Rights Movement. In the effort to secure an understanding of the era and the life experiences of blacks during that period, course materials will focus on the history of African Americans from the Depression through the 1960s. The course will give particular attention to Martin L. King, Jr., and other key African Americans participants in the Civil Rights Movement, the Freedom Rides, the relationship between the Civil Rights Movement and America's concept of merit, the relative increase in the prosperity of blacks after World War I, the post WW II migration of African Americans, and the strategies and tactics black Civil Rights advocates employed.

Readings include: TBD

Problems in American History
Belonging in America: Nativism and Racial Nationalism
in the Emergence of Modern America

Fulfills: UC 2016: Historical Contexts, Human Diversity
Common Curriculum: Historical Contexts, Writing

HIST 3310-001H

Tuesday/Thursday-2:00pm-3:20pm-Dallas Hall 357

Professor Neil Foley

Many Americans today live with a sense of cognitive dissonance about who we are as a nation. The United States, unlike most European nations, claims to be a nation of immigrants, yet it also tries to keep out as many immigrants, refugees, and asylees it deems undesirable. It welcomes immigrants when their labor is needed and turns them away when it is not. But this fluctuating economic view of immigration over the last century fails to account for the interlaced politics of citizenship, immigrant exclusion, and the enduring ideology of “whiteness” that lies at the very heart of American national identity. The course explores how white racial ideology has sought to define who “belongs” and who does not by enacting exclusionary laws and policies (based on race, citizenship, and national identity, as well as sex and gender) that provide the historical context for understanding racial fault lines that continue to divide American society today.

Readings include: 1) Erika Lee, *America for Americans: A History of Xenophobia in the United States* (2019); 2) Ibram Kendi, *Stamped from the Beginning: The Definitive History of Racists Ideas in America* (2016); 3) Gary Gerstle, *Crucible of Race*; 4) Thomas King, *The Inconvenient Indian*; Chapters from other books will be posted as PDFs on Canvas.

Women in US History

Fulfills: Fulfills: UC 2016 Human Diversity,
Common Curriculum: Historical Contexts, Writing

HIST 3312-001

Tuesday/Thursday-9:30am-10:50am-Heroy 129

Professor Crista DeLuzio

Women in U.S. History to 1900. This course surveys the history of American women from the colonial era to 1900 and introduces the major themes, questions, and problems organizing some four centuries of U.S. women’s history. We will explore a wide variety of experiences of diverse groups of women in the past, including those of Native American women prior to and under colonization, African American women in slavery and freedom, women workers of many kinds, female immigrants, girls growing up, mothers, social reformers, and women’s rights activists. We are interested in examining changes and continuity in women’s sense of self and identity, their private and public roles and experiences, and their status and power in American society. We will pay careful attention to the ways in which gender -- as a conceptual category and a system of power relations -- shaped and was shaped by economic, social, political, cultural, and intellectual life in the United States. Throughout, our focus is on the ways in which gender came to be configured and experienced in relation to other forms of social difference, most notably race, ethnicity, social class, sexual orientation, and age.

Readings include: 1) Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History*, vol I, 6th edition; 2) Camilla Townsend, *Pocahontas and the Powhatan Dilemma*; 3) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 4) Lori D. Ginzberg, Elizabeth Cady Stanton: *An American Life*; 5) Various scholarly articles and primary sources accessed through the Web.

African Americans in the United States, 1607-1877

UC 2016: Historical Contexts, Human Diversity
Common Curriculum: Historical Contexts, Human Diversity

HIST 3313-001

Tuesday/Thursday – 9:30am-10:50am – Junkins Hall 110

Professor Kenneth Hamilton

This course is an introduction to the life experience of African Americans in English North America from their arrival in 1619 through the Civil War. In addition, a brief survey of West African history and culture will be presented. Special attention will be given to the development of the African American culture, the growth of slavery, southern and northern free blacks, and life of African Americans during the Civil War.

Readings include: TBD

History of Chinese Thought

Fulfills: Common Curriculum: Historical Contexts, Writing

HIST 3318-001

Monday/Wednesday/Friday – 2:00pm-2:50pm – Dallas Hall 357

Professor Macabe Keliher

Who are we as human beings? How to live a moral life? What is the best way to organize the state in order to encourage proper human behavior? What is the role of the ruler? And what happens if the state becomes an empire, is there a proper moral response? Such questions were at the heart of early Chinese philosophical debates. The course will begin in the Shang and Zhou dynasties (ca. 1600-771 BCE) with a look at the earliest responses to the human condition and how worship of the natural world shaped early social hierarchies. The course will then turn to the religious revolutions that began around 500 BCE and the contestation of social and political ideas in the Warring States period (475-221 BCE) before looking at the emergence of empire in the form of the Qin and Han dynasties. Readings include: The Confucian Analects, and selections from Mencius, Daodejing, Zhuangzi, Han Feizi, Xunzi, and Sima Qian.

Readings include: TBD



History of Modern Germany

Fulfills: Historical Context, Writing, and Global Perspectives

HIST 3328-001

Monday/Wednesday-3:00pm-4:20pm-Dallas Hall 156

Professor Erin Hochman

In the nineteenth century, many German speakers talked about the existence of a “German question” that needed to be resolved. The “German question” historically encompassed a multitude of issues related to geography, politics, and population: Where should the boundaries of a German nation-state be drawn? What form of government would be best suited to a German nation-state? Who could be considered to be members of a German nation? As we will see, historical actors struggled to answer these difficult questions. In the twentieth century alone, citizens of Germany lived through six different governments, two world wars, the Holocaust, and the division and (re)unification of the state. Throughout the semester, we will explore the causes and impact of political, social, cultural and economic upheavals. We will seek to answer how and why authoritarianism, democracy, fascism, and communism came to power, as well as how and why Imperial Germany, the Weimar Republic, the Third Reich, and East Germany met their demise. Alongside these political ruptures, we will investigate the causes, consequences and remembrance of extreme violence in modern Germany. Furthermore, we will pay particular attention to how and why ideas about gender, race, ethnicity, and nationality changed during this period. In investigating these topics, we will use Germany as a case study to explore the political, social, and cultural experiments undertaken in the modern era.

Readings include: TBD



France Since 1789

Fulfills CC General Education, Breadth: Historical Contexts

CC Proficiencies & Experiences: Global Perspectives

HIST 3334-001H

Monday/Wednesday/Friday, 3:00pm-3:50pm-Dallas Hall 142

Professor Laurence Winnie

A history of France from 1789 to the present, with special emphasis on social and cultural history including the French Revolution and its legacy, the development of nineteenth-century French society, and France during the two World Wars.

Readings include: 1) Gordon Wright, *France in Modern Times*; Timothy Tackett, *Becoming a Revolutionary*; 2) David Pinkney, *Napoleon III and the Rebuilding of Paris*; 3) Philip Nord, *The Republican Moment*; Jerrold Siegel, *Bohemian Paris*; 4) Jean-Jacques Becker, *The Great War and the French People*.

Soviet/Post-Soviet Society and Politics
Fulfills CC General Education, Breadth: Historical Contexts

HIST 3341-001

Tuesday/Thursday-12:30pm-1:50pm-Fondren Science Building 155

Professor Brandon Miller

This course looks at the interactions between the state, society, and culture across the 20th century to understand Soviet history as a lived experience. More directly, this course probes the question of what it meant to be “Soviet” and how this particular vision of socialism developed in the lands of the former Russian empire. To accomplish this task, we will examine the formation of the Soviet Union and trace the development and transformation of ideas, structures, and practices forged in a revolutionary climate through its demise and into the present moment. Topics to be considered include: the causes and course of revolution; the creation and lifeworld of the “New Soviet Man”; the building of Stalinism; the place of the Gulag in the Soviet system; the Second World War and its subsequent reshaping of Soviet life; post-Stalinist reforms; and the difficulties of post-Soviet transitions.

Readings include: 1) Nataliia Baranskaia, *A Week Like Any Other*; 2) Stephan Bittner, *The Many Lives of Khrushchev's Thaw*; 3) Fyodor Mochulsky and Deborah Kaple, *Gulag Boss*; 4) Robert Service, *A History of Modern Russia*; 5) Lewis Siegelbaum and Alexei Sokolov, *Stalinism as a Way of Life*.

Civil War and Reconstruction
Fulfills: UC 2016 Breadth, Historical Contexts
Common Curriculum: Historical Contexts

HIST 3347-001

Monday/Wednesday/Friday – 10:00am – 10:50am – 207 HCSH

Professor Ariel Ron

The outbreak of the Civil War in 1861 exposed deep fault lines that have run through much of American history. Indeed, those fault lines continue to shape our world. In important ways we still live in the Civil War's aftermath. This course examines the Civil War not as an isolated event, but as an extended era in which basic aspects of what it meant to be American were challenged and sometimes radically recast. We will treat this era, running from roughly 1845 to 1877, in three distinct units. Unit 1 will investigate the causes of the war in the decades preceding its outbreak. Unit 2 will examine the war itself, paying special attention to the experiences of soldiers, civilians and enslaved people, as well as political and military leaders. Finally, Unit 3 will ask about the war's outcomes in the years that followed the formal end to hostilities, during the period known as Reconstruction. The aim of the course, therefore, is to understand not only what happened, but why, and thus to come to terms with this formative moment in American history.

Readings include: 1) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 2) Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*; 3) Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*; 4) William Freehling, *The South Vs. the South: How Anti-Confederate Southerners Shaped the Course of the Civil War*.

Consumer Culture in The United States

Fulfills: UC2016 Historical Contexts

CC: Historical Contexts

HIST 3364-001

Tuesday/Thursday – 2:00pm-3:20pm – Dallas Hall 357

Professor Alexis McCrossen



This course introduces students to the broad history of consumer culture in the United States. After briefly looking at the economic origins of a consumer economy, it considers the cultural implications of the orientation of US economic practices and political goals around consumerism. The course explores how creative works (art, literature, music, popular culture, and advertising) reflect and reinforce cultural values and preoccupations associated with materialism and consumerism. Graded work includes class participation, two exams, and an essay of 5-7 pages.

Readings include: 1) Susan Strasser *Satisfaction Guaranteed*; 2) Roland Marchand *Advertising the American Dream*; 3) F. Scott Fitzgerald *The Great Gatsby*.

Problems in European History The Black Death

Fulfills: CC Historical Contexts

HIST 3365-001

Monday/Wednesday/Friday – 3:00pm-3:50pm-

Dallas Hall 116

Professor Bianca Lopez

Does disease influence society? If so, what kind of impact does it have? In this course, we will look at the role of plague in the Renaissance and examine the various reactions to epidemic mortality in the fourteenth and fifteenth centuries. Readings will range from first-hand chronicle accounts of the disease, to medical responses to its impact, religious reactions to vast human mortality, sources on every day life and plague, and the role of the *danse macabre* in art and literature. From 1348, the bubonic plague ravaged Western Europe, decimating up to two-thirds of the population. The devastation did not end there, however, as plagues continued to wreak havoc on town and country alike in five-to-fifteen-year intervals. The role of pandemic in the late medieval and early modern European history was enormous; the resulting demographic collapse directly influenced social, economic, cultural, and scientific developments in the centuries to follow. Microbes and viruses have a history. They don't exist in a biological vacuum, but are events, meaning they have causality, agency, and play a part in history. Successful completion of this class will result in approaching disease in new ways: considering the social and cultural ramifications for epidemics and identifying how disease causes societal change.



Readings include: TBD

Problems in European History
History of Technology, Culture, and Society
Fulfills: CC Historical Contexts

HIST 3365-002

Tuesday/Thursday-9:30am-10:50am

Professor Scott Palmer

This course explores the inter-relationship between technological, cultural, and social change from the dawn of the Industrial Revolution to the age of the Internet. Beginning with the rise of modern factory production and concluding with the communication revolutions of the late twentieth (and early twenty-first) century it focuses on the ways in which particular technological developments have shaped, altered, and affected social and cultural change in the United States, Europe, and throughout the world. Specific topics include: the development of modern agricultural technologies and the mechanization of labor; energy production; skyscrapers; logistics and consumption; industrial planning; medical science; surveillance technologies; and visions of the dystopian future, among others. Students who complete this course will develop a working knowledge of the social and cultural origins of technological transformations as well as an understanding of the manner in which technological devices and knowledge are transferred and adapted by societies across the globe.

Readings include: 1) Vaclav Smil, *How the World Really Works: The Science Behind How We Got Here and Where We're Going*; 2) Melvin Kranzberg, "Technology and History: Kranzberg's Laws," *Technology and Culture*; 3) Jon Askonas, "How Tech Utopia Fostered Tyranny: Authoritarians' love for digital technology is no fluke — it's a product of Silicon Valley's 'smart' paternalism," *The New Atlantis* 57 (Winter 2019); 4) Paul Josephson, "The Ocean's Hot Dog: The Development of the Fish Stick," *Technology and Culture* 49:1 (January 2008); 5) Paul Josephson, "'Projects of the Century' in Soviet History: Large-Scale Technologies from Lenin to Gorbachev," *Technology and Culture* 36:3 (July 1995); 6) Devorah Goldman, "Disarming Frontline Doctors," *The New Atlantis* 63 (Winter 2021)



The First World War and Its Impact

Fulfills UC2016 Historical Contexts
CC: Historical Contexts, Writing, Global Perspectives

HIST 3381-001
Monday/Wednesday/Friday—11:00am-11:50am—Dallas Hall 306
Professor Erin Hochman



When the great powers declared war on one another in August 1914, numerous Europeans enthusiastically greeted the news. As young men marched off to the front lines, many soldiers, political leaders, and civilians believed that the conflict would be over by Christmas. Four years and millions of deaths later, the Great War and the subsequent peace treaties irrevocably transformed the map of Europe, the Middle East, and Africa as well as the everyday lives of their inhabitants. Through a variety of primary and scholarly sources, we will focus on the cultural, social, and geopolitical impact of the First World War. Each week we will explore a different theme pertaining to the war and its outcome, including: the causes of the war, warfare on the western and eastern fronts, experiences on the home front, the colonial dimensions of the war, changing conceptions of gender and women's roles in society, the war's impact on high

and popular culture, mourning and commemorations for the dead, the collapse of Europe's large land-based empires, and the postwar attempts to spread democracy and create a new international order.

Readings include: Hew Strachan, *The First World War*; Marilyn Shevin-Coetzee and Frans Coetzee (eds.), *World War I: A History in Documents*, 2nd ed.; Robert Graves, *Good-bye to All That*; journal articles and online primary sources.

The History of Mexico

Fulfills: CC Historical Contexts, Human Diversity

HIST 3382-001
Tuesday/Thursday-11:00am-12:20pm-Dallas Hall 116
Professor Pablo Mijangos y Gonzalez

This course will give a broad overview of Mexican history from the Spanish conquest of Mesoamerica to the present. The class aims to introduce students to the main moments, themes, and processes that have shaped the political, economic, social, and cultural development of Mexico, placing a special emphasis on such topics as state formation; socioeconomic transformations; regional, ethnic, and cultural diversity; and Mexico's place in North America and the Atlantic World. The course does not intend to find the essence of "Mexicanness" (if such a thing exists) but rather to understand how Mexico has become what it is today and identify the long and mid-term challenges the country still grapples with. At the end of the course, we will address some of the main problems that dominate Mexico's public conversation today and collectively discuss them from a historical perspective.

Readings include: TBD

**Problems in Asian History:
Modern South Asia**
Fulfills: CC Historical Contexts

HIST 3395-001

Monday/Wednesday/Friday-9:00am-9:30am-Annette Caldwell Simmons Hall 218

**Junior Seminar: Research and Writing
Domestic Roots & Foreign Policy**

Fulfills UC2016: Depth/History, Social, and Behavioral Sciences, Writing,
Oral Communication; Information Literacy
Common Curriculum: Oral Communication

HIST 4300-001

Tuesday 2:00pm – 4:50pm – 70 Dallas Hall

Professor Thomas Knock

In this seminar students will study historiography – that is, the history of history, so to speak – or how the prevailing historical interpretation and meaning of a particular event can change, often dramatically, with the passage of time and the availability of new documentation. More specifically, students will investigate the role of domestic politics in the making of foreign policy – that is, how, from one perspective, domestic political circumstances place constraints on foreign policy elites; and how, from another perspective, those elites often use external events to gain political advantage at home. To illustrate the general concept, in the first few weeks of the semester, the seminar will examine the Monroe Doctrine, the causes of the First World War, and the Cuban Missile Crisis. For their research paper, students may concentrate on almost any subject in American or European diplomatic history in the nineteenth or twentieth century.

Readings include: 1) E. H. Carr, *What is History?*; 2) Jules Benjamin, *A Student's Guide to History*; 3) Robert F. Kennedy, *Thirteen Days*.



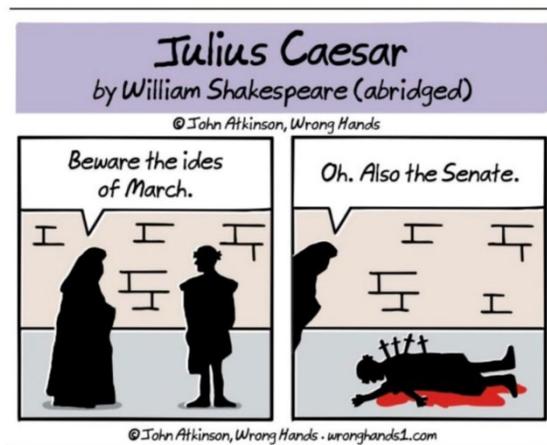
Junior Seminar: Research and Writing
Julius Caesar and the Fall of the Roman Republic
Fulfills UC2016: Depth/History, Social, and Behavioral Sciences, Writing,
Oral Communication; Information Literacy
Common Curriculum: Oral Communication

HIST 4300-002

Monday 2:00pm – 4:50pm – 343 Dallas Hall
Professor Melissa Barden Dowling

The cataclysmic civil wars of the first century BCE led to the fall of the old traditions and government of the Roman Republic and the birth of the new imperial monarchy founded by the emperor Augustus. This research seminar will explore the events and individuals involved in this violent transition, including eyewitness accounts of Caesar and Cicero and the works of other Roman historians such as Sallust, Appian, and Cassius Dio. Special topics will include the adaptation of Greek philosophy to Roman culture, the rebellion of Spartacus to free enslaved peoples in Italy, the conspiracy of Catiline, the Roman campaigns of Caesar against the Gauls and Germans, and the rise of the new poets Horace and Vergil.

Readings include: 1) Julius Caesar, *The Conquest of Gaul* and *The Civil Wars*, Cicero, *Murder Trials* and *Selected Works* (includes his letters); 2) Plutarch, *Fall of the Roman Republic*; Suetonius, *The Twelve Caesars*; 3) Matthias Gelzer, *Caesar, Politician and Statesman*; 4) Miriam Griffin, *Blackwell Companion to Julius Caesar*.



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Senior Seminar: Research and Writing
US Cultural History

Fulfills: UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No Common Curriculum tags

HIST 4390-001

Thursday – 2:00pm-4:50pm-102 Dallas Hall
Professor Alexis McCrossen

This seminar is devoted to an exploration of the cultural history of the United States. Cultural history considers a wide range of historical topics, including but not limited to sports, religion, emotions, education and entertainment. Each week the class will discuss assigned reading drawn from recent books and articles in the field. Students will write a variety of short papers that allow them to explore different kinds of historical writing.

Readings might include: 1) Andrew Burstein *Longing for Connection: Entangled Memories and Emotional Loss in Early America*; 2) Patricia Cline Cohen *The Murder of Helen Jewett*; 3) Robert Wilson Barnum *An American Life*; 4) James Weldon Johnson *Along This Way: The Autobiography of James Weldon Johnson*; 5) Michael Krenn *The History of United States Cultural Diplomacy*; 6) Michelle Hilmes *Only Connect: A Cultural History of Broadcasting in the United States* and other books and articles.

Senior Seminar: Research and Writing The Enlightenment

Fulfills: UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No Common Curriculum tags

HIST 4390-002

Wednesday – 2:00pm-4:50pm-225 Clements Hall

Professor Kathleen Wellman

This text-based seminar focuses on the eighteenth-century intellectual movement known as the Enlightenment, a period rich with debates about science, human nature, politics, and religion. It rejected tradition and superstition and instead advocated the critical reappraisal of received knowledge through reason and experimentation. The debates of this period took place in an expansive public sphere, inaugurating new forms of popular culture and appealing to public opinion. They also laid the foundation for the modern world and continue to influence us.

We will read and discuss works of some of the most central thinkers of the Enlightenment—Voltaire, Montesquieu, Diderot, Rousseau, among others—as a way to address central themes of the movement. Our consideration of primary sources will be enriched by a collection of secondary sources, allowing us to explore contemporary assessments of the Enlightenment and its influence.

Readings include: 1) René Descartes, *Discourse on Method*; 2) Denis Diderot, *Rameau's Nephew and Other Works*; 3) Olaudah Equiano, *The Interesting Narrative of Olaudah Equiano*; 4) Julien Offray de La Mettrie, *Man the Machine*; 5) Jean Jacques Rousseau, *Emile*; 6) Jean Jacques Rousseau, *The Basic Political Writings*; 7) Lynn Hunt, *Inventing Human Rights, and other selected secondary source readings*.

GRADUATE COURSES

Historiography

HIST 6300-001

Wednesday – 1:00pm – 3:50pm – Ware Commons 136

Professor Andrew Graybill

This course is designed to familiarize graduate students with themes of contemporary historical writing, the tools of historical research, and the discipline's methodology. Weekly sessions are organized around such themes as revolution, gender, war, popular culture, nationalism, memory. It is required for all entering graduate students.

Readings: TBD

Colloquium Early America

HIST 6301-001

Monday – 2:00pm -4:50pm, Dallas Hall 70

Professor Katherine Carté

This reading seminar is designed to give students a broad introduction to the graduate study of history. We will be examining the history of North America and the United States before 1815 using a variety of different methodological approaches, but we will also be delving into early American historiography – how scholars have reinterpreted the past with each generation. Writing assignments will help students hone the essential tools of the professional historian: reading and analysis of secondary work, including placing it in a historiographical context; writing a grant application; and analyzing a defined body of historical literature.

Readings include: 1) Goetz, R.A., Baptizm of Early Virginia, 2) Hanna, Mark G., Pirate's Nests, 3) Smallwood, Stephanie, Saltwater Slavery, 4) Burnard, Trevor, Writing Early America; 5) Johnson, Donald, Occupying America; 6) White, Sophie, Voices of the Enslaved; 7) Edelson, S. Max, New Map of Empire; 8) Zagarrri, Rosemarie, Revolutionary Backlash; 9) DuVal, Kathleen, Independence Lost, and 10) Mapp, Paul, Elusive West.



Religion, Politics, and Polarization Global/Comparative History Seminar

HIST 6321 – 001

Tuesday- 2:00pm-4:50pm-Dallas Hall 138

Professor Pablo Mijangos y Gonzalez

Two of the most critical developments in contemporary American politics are the ascendancy of Christian nationalism and the growing polarization over the role that religion should play in public life. From debates about abortion, gay marriage, and the legal nature of embryos to state attempts at curtailing the work of faith-based charities that provide shelter to undocumented immigrants, it seems clear that religion has become a prominent source of political mobilization and social division in an era that, from a different perspective, also distinguishes itself for its cultural diversity and secularism. While many analysts often emphasize the intensity and bitterness of contemporary arguments over religion's public role, they are by no means new in American history and certainly not in the world areas historically shaped by Christianity. Especially in the "Catholic world," the tense and complex interaction of religion and politics has been one of the central sources of national and partisan identity, civic engagement, culture wars, and political violence from the French Revolution to the present.

This course explores different research and analysis methods to investigate the relationship between religion, politics, and polarization from a historical and comparative perspective. We will pay special attention to the importance of local religious cultures, institutions, gender, and the malleability of religion to influence both sides of political divides. In the first part of the course, we will discuss five illustrative case studies from modern Europe and Latin America and a recent assessment of how the culture wars over sex and religion have fractured American politics. In the second, students will prepare a 25-30 page research paper based on primary sources, addressing the interaction of religion, politics, and social conflict in their specific area of interest.

Women and Gender

HIST 6340-001

Thursday-2:00pm-4:50pm-Dallas Hall 70

Professor Crista DeLuzio

This seminar explores the history of women and gender in the United States from the Colonial Era to the present. We will delve into the important questions, arguments, themes, and debates in the historiographical literature on women and gender (including literature in the related fields of sexuality and masculinity studies), as well as investigate the various theoretical perspectives and methodological approaches utilized by women's and gender historians. We will pay careful attention to the ways in which gender – as a conceptual category and as a system of power relations – shaped and was shaped by various social, cultural, economic, intellectual, and political developments throughout US history. We will attend to the diverse experiences of women in the past and focus on the ways in which gender was configured and experienced in relation to other categories of social difference, notably race, class, ethnicity, sexual orientation, religion, region, and age.

Readings: TBD



"Let me start by saying no one is a bigger feminist than me."

HISTORY FACULTY

P04	Sabri Ates	Associate Professor; Director of Undergraduate Studies
P88	Rachel Ball-Phillips	Adjunct Lecturer
P12	Katherine Carté	Professor
P24	Crista J. DeLuzio	Associate Professor; Director of Graduate Studies; Altshuler Distinguished Teaching Professor
P26	Melissa Barden Dowling	Associate Professor; Department Chair; Altshuler Distinguished Teaching Professor, Director of Classical Studies
P86	David D. Doyle, Jr.	Adjunct Assistant Professor; Director of the University Honors Program
P10	Jeffrey A. Engel	Professor; Director, Center for Presidential History
P27	Neil Foley	Dedman Chair in History; Associate Director Clements Center for Southwest Studies
P85	Brian Franklin	Adjunct Lecturer; Associate Director, Center for Presidential History
P28	Andrew R. Graybill	Professor
P33	Rick Halperin	Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P38	Erin R. Hochman	Associate Professor
P94	Macabe Keliher	Associate Professor
P41	Jill E. Kelly	Associate Professor; Altshuler Distinguished Teaching Professor
P43	Thomas J. Knock	Professor; Altshuler Distinguished Teaching Professor
P87	Bianca Lopez	Assistant Professor
P50	Alexis M. McCrossen	Professor
P89	Pablo Mijangos y Gonzalez	Professor; Edmund J. and Louise W. Kahn Chair in History

P96	Brandon Miller	Adjunct Lecturer; Associate Director of the University Honors Program
P90	TBD	Adjunct Lecturer; Center for Presidential History Post-Doctoral Fellow
P99	Scott Palmer	Adjunct Professor
P02	Ariel Ron	Associate Professor; Director of Undergraduate Studies
P91	TBD	Adjunct Lecturer; Center for Presidential History Post-Doctoral Fellow
P93	Kathleen A. Wellman	Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor
P84	Laurence H. Winnie	Senior Lecturer

