

*Take History,  
Make History*



*William P. Clements  
Department of History*

*Fall 2019*



# *Fall 2019 HISTORY COURSE SCHEDULE*

CURRICULUM CREDIT: SEE COURSE DESCRIPTIONS FOR SPECIFIC UC CREDITS OR CHECK ONLINE  
FOR MOST RECENT INFORMATION POSTED AFTER BOOKLET WAS PRINTED

Class #	Subj/Class/Sect.	Course Title	Day	Time	Instructor	Room
3417	HIST 1311-001	Western Civilization to 1527	MWF	10-10:50am	Lopez, Bianca	152 DH
5223	HIST 1322-001H	Introductory Topics/Europe	TuTh	11-12:20pm	Wellman, Kathleen	106 DH
2947	HIST 2311-001	Out of Many: US History to 1877	MWF	9-9:50am	Chavez, John	116 DH
5579	HIST 2313-001	African American Pop Culture	TuTh	2-3:20pm	Hamilton, Kenneth	101 DH
3420	HIST 2325-7001H	Human Rights Modern S. Asia	W	6-9:00pm	Ball-Phillips, Rachel	101 DH
5517	HIST 2351-001	Medieval World: 1095 to 1350	MWF	2-2:50pm	Lopez, Bianca	106 DH
5521	HIST 2379-001	A History of Islamic Empires	MW	10-11:20am	Ates, Sabri	217 HCSH
3235	HIST 2384-001C	Latin America: Colonial Period	TuTh	2-3:20pm	Andrien, Kenneth	152 FOSS
5792	HIST 2395-001	Modern East Asia	MWF	1-1:50pm	Keliher, Macabe	218 ACSH
2424	HIST 3301-701H	Human Rights: America's Dilemma	Tu	6:30-9:20pm	Halperin, Rick	126 DH
3725	HIST 3310-001	Problems in American History: The US since 1941	TuTh	2-3:20pm	Foley, Neil	217 HCSH
5796	HIST 3310-003	Problems in American History: China and the AM. Presidency	TuTh	3:30-4:50pm	Ingleson, Elizabeth	357 DH
5516	HIST 3311-001	19 <sup>th</sup> Century American West	MWF	1-1:50pm	Graybill, Andrew	115 DH
3383	HIST 3312-001	Women in US History to 1900	TuTh	9:30-10:50am	DeLuzio, Crista	157 DH
2609	HIST 3313-001	African America in US 1607-1877	TuTh	9:30-10:50am	Hamilton, Kenneth	357 DH
5522	HIST 3328-001	History of Modern Germany	TuTh	11-12:20pm	Hochman, Erin	115 DH
2276	HIST 3340-001	Rev. Exper in Russia: 1900-1930	TuTh	9:30-10:50am	Orlovsky, Dan	116 DH
5802	HIST 3359-001	Europe in the Age of Reformation	MWF	1:00-1:50pm	Winnie, Laurence	221 ACSH
3384	HIST 3364-001	History of Consumer Culture in US	TuTh	11-12:20am	McCrosen, Alexis	101 DH
5520	HIST 3370-001	The American Revolution	MW	3:00-4:20pm	Carté, Katherine	115 DH
2937	HIST 3381-001	First World War and Its Impact	TuTh	2:00-3:20pm	Hochman, Erin	138 DH
3708	HIST 3390-001	Modern Middle East 1914-Present	MW	3:00-4:20pm	Ates, Sabri	149 DH
3714	HIST 4300-P10	Jr. Seminar: America At War/Peace/FDR	W	2:00-4:50pm	Engel, Jeffrey	317 HCSH
5586	HIST 4300-P93	Jr. Seminar: On Women in European History 1500-1800	Tu	2:00-4:50pm	Wellman, Kathleen	318 HCSH
5828	HIST 4399-001C	Indep. Study: Asian American Pilgrimage: CA and OR	NA	NA	Halperin, Rick	NA
5791	HIST 5330-001C	Seminar in Mexican-America Hist	MWF	11:00-11:50am	Chavez, John	156 DH
5793	HIST 6300-001	Historiography	Tu	2:00-4:50pm	Orlovsky, Dan	70 DH
5583	HIST 6303-001	America: 1877-1932	Th	2:00-4:50pm	McCrosen, Alexis	120 DH
3719	HIST 6322-002	History as a Profession	W	2:00-4:50pm	Kelly, Jill	318 HCSH
5584	HIST 6325-001	New Spain and Mexico	W	3:00-5:50pm	Andrien, Ken	120 DH
5790	HIST 6326-001C	Mexican/American History	MWF	11:00-11:50am	Chavez, John	156 DH
5587	HIST 6338-001	Research: 19 <sup>th</sup> Century US History	F	10:00-12:50am	DeLuzio, Crista	70 DH

## Fall 2019 Faculty Contacts

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# *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 3000-5000 level are required for all majors, which includes a 3-hour course requirement at the 5000 level. 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, 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. 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.

## CURRICULUM REQUIREMENTS

The UC2012 consists of three main components: 1) Foundations; 2) Pillars; and 3) Proficiencies and Experiences. The UC2016 consists of 1) Breadth; 2) Depth; and 3) Proficiencies and Experiences. Courses can count toward both a student's major and the UC requirements. The components that History courses fulfill are listed under the title of each course. PLEASE NOTE: Students on the UC 2016 will receive HCI credit for most history courses in the 1000-3000 level. Check my.SMU for the UC components of any history courses.

## 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 3000-5000 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 4397-P###) For details about the program, see either the History Chairperson or the Director of Undergraduate Studies.

## 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 Department Chair to apply. Candidates for distinction will pursue an individual research project under the direction of a particular professor (while enrolled in HIST 4375). Such a major research project will develop out of the 5000-level 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 graduate 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.



## *THE JACOBUS JUNIOR PAPER PRIZE IN HISTORY*

Students enrolled in a Junior Seminar in the 2018 spring or fall semesters are eligible for the 2018 Jacobus Junior Paper Prize in History, which will be awarded at the University awards ceremony during the spring 2019 semester. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor 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, becoming a good friend to professors and students alike. We wish to honor Henry, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the 2017 Jacobus Prize will be selected from among papers submitted during the spring and fall semesters. Nominations for the award are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, see the Department Chair, Prof. Andrew Graybill.



*2018 History Award Winners: left to right, Karen Folz, Adam Sanchez, Mara Pitcher*

# *UNDERGRADUATE COURSES*

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

## **Western Civilization to 1527**

Fulfills UC2012 Pillars: Historical Context (Level 1); UC20016 Breadth: Historical Context  
Proficiencies & Experiences: Oral Communication

**HIST 1311-001**

**Monday/Wednesday/Friday—10:00am-10:50am- 152 Dallas Hall**  
**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.

## **First Year Seminar in European History** **Renaissance Queens and Mistresses**

Fulfills: UC2012 Pillars: Historical Context (Level 1); UC2016 Breadth: Historical Context  
Proficiencies & Experiences: Oral Communication, Writing

**HIST 1322-001H**

**Tuesday/Thursday - 11:00am-12:30pm – 106 Dallas Hall**  
**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:** Katherine Chang (ed.) *Catherine de Medici, Portraits of the Queen Mother*; Marguerite de Navarre, *Heptameron*; Marguerite de Valois, *Memoirs*; Wellman, Kathleen Wellman, *Queens and Mistresses of Renaissance France*; Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*

**Out of Many**  
**History of the United States to 1877**  
Fulfills UC Pillar: Individuals, Institutions & Cultures (Level 1)

**HIST 2311-001**  
**Monday/Wednesday/Friday - 9:00am-9:50am—116 Dallas Hall**  
**Professor John Chávez**

This course surveys the history of the United States from its roots in European colonialism, through the War for Independence, to the Civil War and Reconstruction. The course stresses the continuing influence of colonialism in the domestic and foreign affairs of the United States even after its political independence. By also emphasizing gender, race, class, and region, the course hopes to imbue students with an appreciation for the importance of perspective in the understanding of history. Additionally, students are exposed to the various methods of doing historical research using primary and secondary sources. Class sessions include lectures, discussions, and occasionally films.

Readings include: 1) John Mack Faragher *et al.*, *Out of Many: A History of the American People*; 2) William Bruce Wheeler, *et al.* *Discovering the American Past: A Look at the Evidence*; 3) Kate L. Turabian, *et al.* *A Manual for Writers of Term Papers, Theses, and Dissertations*.

**African American Pop Culture**  
Fulfills UC Pillar: UC2012 Pillars: Historical Context (Level 1)  
UC2016 Breadth: Historical Context

**HIST 2313-001**  
**Tuesday/Thursday - 2:00pm-3:20pm—101 Dallas Hall**  
**Professor Kenneth Hamilton**

This course focuses on the history of African American popular culture from 1890 to 1980. The course material will investigate the historical forces that shaped post-emancipation African American popular entertainment, fashion, and mannerisms. It will, moreover, provide an insight into the relationships between migration, urbanization, technology and the widespread dissemination of African American popular culture. Students will gain a greater awareness of the significant influences that black America's popular amusement and style had, and has, on many forms of mass culture in and outside of the United States. They will, as well, secure an awareness of the historical realities that both stimulated and restrained the appeal of African American popular culture. Course materials, in addition, will examine life experiences of several African American popular culture icons.



## **Human Rights in Modern South Asia**

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

UC2016: Philosophical/Religious Ethical Inquiry - Breadth; Historical Contexts

Proficiencies & Experiences: Human Diversity, Oral Communications, Global Engagement

**HIST 2325-701H**

**(Co-listed with HRTS 2325)**

**Wednesday-6:30pm-9:00pm- TBA**

**Professor Rachel Ball-Phillips**

This course provides students with an in-depth examination of some of the most pressing human rights issues in twentieth-century South Asia. From violations of women's rights to the relationship between environmental justice and human rights, this course will cover a number of issues relevant in the subcontinent today. This class will be largely discussion based, as we trace violations of human rights from the Partition of India, which resulted in the largest mass migration in human history, to the contemporary violence that occurs between Hindus and Muslims. Students will have the opportunity to engage with the community through volunteer work, examine the most relevant scholarship, and engage with the most recent media on human rights abuses in South Asia.

Readings include: 1) Urvashi Butalia, *The Other Side of Silence* 2) Amana Fontanella-Khan, *Pink Sari Revolution* 3) William Gould, *Religion and Violence in Modern South Asia* 4) Mulk Raj Anand, *Untouchable*

## **Life in the Medieval World, 1095 to 1350**

Fulfills UC Pillar: UC2012 Pillars: Historical Context (Level 1)

UC2016 Breadth: Historical Context

**HIST 2351-001**

**Monday/Wednesday/Friday -2:00pm-2:50pm-106 Dallas Hall**

**Professor Bianca Lopez**

This course considers the latter half-medieval European history from the First Crusade (1095) to the aftermath of the Black Death (c.1400), with special emphasis on the emergence of western European identity. In investigating the later Middle Ages, we will consider how institutions arose and developed, including Christianity's spread and the return of centralized kingdoms. Religious persecution, economic revival, and environmental crises define these centuries, and we will turn to those themes throughout this course. Required readings will include a textbook and sourcebook of documents, including law codes, saints' lives, the deeds of kings, and anti-heretical writings, all of which reflect the diversity of the medieval world.

## A History of Islamic Empires

Fulfills UC2012: Pillars: Historical Contexts (Level 1)  
Fulfills UC2016: Proficiencies & Experiences/Human Diversity

HIST 2379-001

Monday/Wednesday—10:00am-11:20pm—217 Harold Simmons Hall  
Professor Sabri Ates

This course provides students with a historical overview of the world of Islam from its beginning to the end of nineteenth century. It engages students critically with Islam as a world civilization. Hence, it covers a wide geography and a long span of time. The course develops chronologically and aims also to familiarize students with the history and cultures of major Muslim Empires including: Umayyad, Abbasid, Ottoman, Safavid, Mughal empires and Islamic Spain. Some of the sessions therefore would be more historical and chronological in nature while others would be rather thematic. Readings would include primary sources that students would analyze and discuss.

## Latin America in the Colonial Period

Fulfills UC 2012: Historical Contexts (Level 1)  
UC 2016: Historical Contexts Breadth

HIST 2384-001C (Co-listed with PLSC 3348-001C)

Tuesday/Thursday-2:00pm-3:20pm -152 Fondren Science  
Professor Kenneth Andrien- Professor Luigi Manzetti

This course is an introductory survey of early Latin American history from the Spanish invasion of Latin America through modern times that assumes no previous study of the region. The course will be team taught by a historian (Andrien) and a Political Scientist (Manzetti) in order to have students learn how different disciplines approach a series of thematic historical problems including: the evolving role of the Roman Catholic Church, Economic Growth Models, Elite Rule and Racial Diversity, Revolutionary Movements, Women and Gender Roles, and Latin America in the World. Our goal is have students learn basic information about Latin American societies during this period from different disciplinary perspectives and to provide an interpretive framework for understanding the changes taking place over time.

Readings include: 1) Harry Vanden and Gary Prevost, *Latin America: The Power Game* (text), 2) Bernardo Vargas Machuca, *Defending the Conquest*, 3) Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*; Mariano Azuela, *The Underdogs* (5) Cathryn Lombardi and John V. Lombardi, *Latin American History: A Teaching Atlas* (recommended). 6) There will also be five instructional movies assigned.

## Modern East Asia

Fulfills UC Pillar: UC2012 Pillars: Historical Context (Level 1)  
UC2016 Breadth: Historical Context

HIST 2395-001

Monday/Wednesday/Friday 1:00pm-1:50pm – 218 Annette Caldwell-Simmons Hall  
Professor Macabe Keliher

This course explores the social, political, and economic organization of life in modern China. It takes as its focus the changes and transformations in China over the past four hundred years, and how the Chinese have faced the challenges of the modern world. Students will engage key issues in the formation of China's modern states and societies, including urbanization and industrialization, international relations, government structure, and new intellectual programs. This will point towards an understanding of China's contemporary situation and the ongoing struggle to define the Chinese nation, who is Chinese, and to envision the state.

## Human Rights: America's Dilemma

Fulfills UC2012: Pillars: Historical Contexts (Level 1)

Fulfills UC2016: Breadth: Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Writing/Community Engagement

HIST 3301-701H (Co-listed with HRTS 3301-701H)

Tuesday—6:30pm-9:20pm—126 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*.

## Problems in American History

### The US SINCE 1941

Fulfills UC2012: Pillars: Historical Contexts (Level 2)

Fulfills UC2016: Breadth: Historical Contexts

History 3310-001

Tuesday/Thursday - 2:00pm-3:20pm—217 Harold Simmons Hall

Professor Neil Foley

This course examines major shifts and changes in the political, social, cultural, and economic history of the U.S. since 1941, paying particular attention to World War II and the origins of the Cold War, suburbanization in the Fifties, technology, Civil Rights movement, Vietnam War, counterculture and the "Sixties," and the Women's Movement.

## Problems in American History

### China and the American Presidency

Fulfills UC2012: Pillars: Historical Contexts (Level 2); UC2016: Breadth: Historical Contexts

History 3310-003

Tuesday/Thursday - 3:30pm-4:50pm - 357 Dallas Hall

Dr. Elizabeth Ingleson

This course provides a multilayered approach to the history of Sino-American relations from 1949 to the present. From policymakers to Chinese Americans, business people to workers, and students to activists, we will explore how people in both countries shaped the bilateral relationship. Every week we will follow these peoples as they helped shaped—and resist—the policies of the American president, from Truman to Trump. One of the major themes running through this course is the practice of history itself—both how it is written and how gets wielded as a political tool. For instance, we will look at how Mao used the history of American imperialism to support his political agenda in the Third World, how American political scientists used historical analogies to make predictions about future bilateral relations, and how African Americans understood their own history of oppression in relation to Mao Zedong Thought. By the end of the course, we will turn our focus inwards to consider what would be different if the course was instead structured “from Mao to Xi” or “from the Korean War to the South China Sea” or “from revolution to internationalism.” These alternatives raise questions about the possibilities—and limitations—of historical practice.

## The Nineteenth-Century American West

Fulfills UC 2012: Historical Contexts (level 1); UC2016: Breadth: Historical Contexts

UC 2016: Historical Contexts UC 2012 & 2016 Foundation: Ways of Knowing; Proficiencies & Experiences Human Diversity

HIST 3311-001

Monday/Wednesday/Friday – 1:00pm-1:50pm – 115 Dallas Hall

Professor Andrew Graybill

This course offers a survey of the major themes in the history of the American West to 1900. Although the class follows a rough chronology, it focuses tightly on three critical and overlapping themes: 1) cultural encounters in the West, encompassing not only the popularly familiar interactions between natives and European newcomers, but also among various Euro-American groups, the Spanish-speaking populations of the Southwestern borderlands, and Asian immigrants to the Pacific Coast; 2) the reciprocal relationship between people and the environment, meaning not merely the impact of hunting, logging, mining, and city-building, but also the profound influence of the natural world on the people who lived and worked there; and 3) the cultural symbolism of the American West, both as an enduring national icon and as an ideology that shaped the settlement of the region."

## Women in US History to 1900

Fulfills UC 2012: Hist Contexts (Level 2); Individ, Institut. & Cultures (Level 2) UC 2016: Hist Contexts – Breadth UC 2012 & 2016: Writing; Human Diversity

HIST 3312-001

Tuesday/Thursday – 9:30am-10:50am – 157 Dallas Hall

Professor Crista DeLuzio

This course surveys the history of American women from the colonial era to 1900 and provides an introduction to the major themes, questions, and problems organizing these three centuries of US women's history. We will explore the diverse experiences 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, mothers, reformers, and women's rights activists. We are interested in examining the ways in which women's sense of self and identity, private and public experiences, and power and status in American society have changed over time. 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 factors and forces during this period in US history. Throughout, our focus will be on the ways in which gender was configured and experienced in relation to other forms of social difference, most notably race, ethnicity, class, sexual orientation, and age.

Readings include: 1) Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History*; 2) Camilla Townsend, *Pocahontas and the Powhatan Dilemma*; 3) Laurel Thatcher Ulrich, *A Midwife's Tale*; 4) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 5) Lori D. Ginzberg, *Elizabeth Cady Stanton: An American Life*; 6) Louisa May Alcott, *Hospital Sketches*; 7) Various scholarly articles and primary sources.

## African Americans in the United States, 1607-1877

Fulfills UC 2012: Historical Contexts (level 1)

UC 2016: Historical Contexts UC 2012 & 2016 Human Diversity

HIST 3313-001

Tuesday/Thursday – 9:30am-10:50am – 357 Dallas Hall

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 list is not available.

### **History of Modern Germany, 1871-present**

Fulfills UC2012: Pillars/Historical Contexts (Level 2);  
UC2012: Pillars/Individuals, Institutions & Cultures (Level 2);  
UC2016: Breadth/Historical Contexts;  
UC2012 and UC2016: Proficiencies & Experiences/Global Engagement  
UC2012 and UC2016: Proficiencies & Experiences/Writing

**HIST 3328-001**

**Tuesday/Thurs—11:00am-12:20pm—115 Dallas Hall**

**Professor Erin Hochman**

Today, Germany is the undisputed leader of Europe, a global economic powerhouse, a stable democracy, and, according to a recent BBC poll, the most popular country in the world. Formed only in 1871, Germany had an extremely turbulent path to such a favorable place in global affairs. In the twentieth century alone, citizens of Germany lived through six different governments, two world wars, the Holocaust, the division of the state during the Cold War, and its (re)unification after the fall of the Berlin Wall. As a laboratory for experiments with democracy, fascism, and communism, Germany provides us with a window into the causes and impact of the major political, social, cultural, and economic upheavals of our modern times.

**Readings include:** 1) Dietrich Orlow, *A History of Modern Germany, 1871-Present* (Seventh Edition); 2) Erich Maria Remarque, *All Quiet on the Western Front*; 3) Christopher Isherwood, *Goodbye to Berlin*; 4) Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*; 5) Maxim Leo, *Red Love: The Story of an East German Family*; 6) journal articles and additional primary sources

### **The Revolutionary Experience in Russia, 1900, 1930**

Fulfills UC 2012: Individuals & Cultures (Level 2); Historical Contexts (level 2)  
UC 2016: Breadth: Historical Contexts UC 2012 & 2016 Global Engagement

**HIST 3340-001**

**Tuesday/Thursday – 9:30am-10:50am – 116 Dallas Hall**

**Professor Daniel Orlovsky**

This course will trace the effects of the breakdown of the old regime and the establishment of Soviet power on Russian society and culture. It will examine the evolution of political and social institutions, ideologies, literature and the arts against the backdrop of the era's turbulent political history. Its purpose is to impart a sense of the totality of the revolutionary experience in what was essentially a non-Western society. Students should gain a sense of what a revolution is, what caused the upheavals in Russia, the nature of the society, the politics and culture that resulted from those upheavals and the implication of the experience for the Soviet Union today. The course will be taught in a lecture-discussion format.

**Readings include:** 1) Anton Chekhov, *Longer Stories from the Last Decade*; 2) Orlando Figes, *A Peoples Tragedy: The Russian Revolution*; 3) Gladkov, *Cement*; 4) Mark Steinberg, *The Fall of the Romanovs*; 5) Mark Steinberg, *Voices of Revolution, 1917*.

### **Europe in the Age of the Reformation, 1520-1648**

Fulfills UC2012: Pillars/Historical Contexts (Level 2); UC2012: Pillars/Philosophy and Religion (Level 2);  
UC2016: Breadth/Historical Contexts; UC2016: Depth: Humanities & Fine Arts

**HIST 3359-001**

**Monday/Wednesday/Friday – 1:00pm – 1:50pm – 221 Annette Caldwell Simmons Hall**

**Professor Laurence Winnie**

This course covers the political, economic, religious and cultural history of Europe, including the impact of the Protestant and Catholic reform movements.

## History of Consumer Culture in the United States

Fulfills UC 2012: Historical Contexts (Level 2); Creative & Aesthetics (Level 2);  
UC 2016: Breadth/Historical Contexts; Depth/Humanities & Fine Arts

HIST 3364-001

Tuesday/Thursday – 11:00am-12:20pm – 101 Dallas Hall  
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 Susan Strasser *Satisfaction Guaranteed*; Roland Marchand *Advertising the American Dream*; and F. Scott Fitzgerald *The Great Gatsby*.

## The American Revolution

Fulfills UC2012: Pillars/Historical Contexts (Level 2);  
Fulfills UC2016: Breadth: Historical Contexts  
Fulfills UC2012 and UC2016: Proficiencies & Experiences: Writing/Human Diversity

HIST 3370-001

Monday/Wednesday- 3:00pm-4:20pm – 115 Dallas Hall  
Professor Katherine Carté

From the Boston Tea Party, to Valley Forge, to George Washington's Cherry Tree, the myth of the American Revolution sits at the center of our national story. The real history is just as fascinating. The Revolution set in motion a chain of events that unseated old regimes, transformed the political worlds of North America, destabilized systems of slavery, and created a new nation. This course will delve into the complex political, military, and social events that ripped an empire apart and changed our world forever. Readings will include efforts by historians to make sense of this event, as well as primary sources produced at the time.

## The First World War and Its Impact

Fulfills UC2012: Pillars/Historical Contexts (Level 2);  
UC2012: Pillars/Individuals, Institutions & Cultures (Level 2);  
UC2016: Breadth/Historical Contexts; UC2012 and UC2016: Proficiencies & Experiences/Writing

HIST 3381-001

Tuesday/Thursday—2:00pm-3:20pm—138 Dallas Hall  
Professor Erin Hochman

The First World War ended just over one hundred years ago, and the conflict continues to shape the world today. When the great powers declared war on one another in August 1914, many Europeans enthusiastically greeted the news. As young men marched off to the front lines, soldiers, political leaders, and civilians alike believed that the conflict would be over by Christmas. Four years and millions of deaths later, the Great War and the subsequent peace treaties had irrevocably transformed the map of Europe and the everyday lives of its inhabitants. Through a variety of primary sources and scholarly literature, we will examine 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, 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:** 1) Eric Dorn Brose, *A History of the Great War: World War One and the International Crisis of the Early Twentieth Century*; 2) Marilyn Shevin-Coetzee and Frans Coetzee (eds.), *World War I: A History in Documents*; 3) Robert Graves, *Good-bye to All That*; 4) additional primary and secondary sources

## Modern Middle East: 1914-Present

Fulfills: UC2012: Pillars/Historical Contexts (Level 2), UC2016: Breadth: Historical Contexts

HIST 3390-001

Monday/Wednesday – 3:00pm-4:20pm – 149 Dallas Hall

Professor Sabri Ates

This course seeks to provide a broad introduction to history and politics of the modern Middle East. We begin by examining the cultural, ethnic and religious diversity in the region and questioning the very usefulness of the term “Middle East” for a region that stretches from North Africa to Central Asia. After offering a brief historical perspective on the Safavid and Ottoman past (the 16<sup>th</sup>-18<sup>th</sup> centuries), the course concentrates on the long nineteenth century and twentieth centuries. Topics that we will concentrate on include but are not limited to: challenges of modernization and Middle Eastern responses, WWI and the dismantling of the Ottoman Empire; the founding of the post-Ottoman state system; the predicament of minorities in the new ethno-nationalist states; the struggle over Palestine; Iran from semi-colonial past to Islamic Revolution; Turkey from authoritarian secularism to authoritarian Islamism; the rise of Arab nationalism; Ba’athist Syria and Iraq, and Iraq from the rise of Ba’thist fascism to the American invasion.

Required books will include: 1) William Cleveland, *A History of the Modern Middle East*; 2) Gelvin, James L.; *The Israel-Palestine Conflict*; 3) Hiner Saleem, *My Father's Rifle*.

## Junior Seminar: Research and Writing America at War/Peace/FDR Era

Fulfills UC2012: Pillars/Historical Contexts (Level 2)

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

HIST 4300-P10

Wednesday – 2:00pm-4:50pm – 317 Harold Simmons Hall

Professor Jeffrey Engel

## Junior Seminar: Research and Writing On Women in European History, 1500-1800

Fulfills UC2012: Pillars: Historical Contexts (Level 2)

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

HIST 4300-P93

Tuesday – 2:00pm-4:50pm – 318 Harold Simmons Hall

Professor Kathleen Wellman

This seminar is designed to introduce undergraduate history majors to the problems and methods of writing history. It provides direct experience in working with primary and secondary sources. The focus of the course is directed towards the completion of a major research paper treating an aspect of the Women’s history in the Early Modern period. Students will develop a research topic on an aspect of women’s history in this period. They might address women’s involvement in major movements, including the Renaissance, the Reformation, the high culture of the seventeenth century, and the Enlightenment. They might explore the role of women in the arts, literature or science of the period or consider the evidence for the lives women lived or their roles in both popular culture and political revolution.

Required reading: Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*; Merry Wiesner-Hanks, *Early Modern Europe, 1450-1800*, Karen Offen, *The Woman Question in France*.



## Seminar in Mexican-American History - Historiography

HIST 5330-001

Monday/Wednesday/Friday – 11:00am-11:50am – 156 Dallas Hall

Professor John Chavez

This seminar examines the growing historiography on Mexican Americans and focuses on the relationship between their ethnic identity and the Southwest, the region in which they primarily reside. Prior to 1970, few books specifically in Mexican-American history had been written. Carey McWilliams's *North from Mexico* (1949) and Leonard Pitt's *Decline of the Californios* (1966) were the outstanding examples. However, with the appearance of Rodolfo Acuña's *Occupied America* in 1972, the field expanded rapidly, reaching maturity with the publication of *Chicanos in a Changing Society* by Albert Camarillo in 1979. Following the evolution of the field over the last decades, this course surveys about fifty books. Since social history has predominated during this period, the emphasis is on that branch of historiography, but other genres are included as well.

Tentative readings include: 1) Rodolfo Acuña, *Occupied America*; 2) Albert Camarillo, *Chicanos in a Changing Society*; 3) Neil Foley, *The White Scourge*; 4) Carlos Blanton, *A Promising Problem: The New Chicana/o History*; 5) Kate L. Turabian, *et al. A Manual for Writers of Term Papers, Theses, and Dissertations*; 6) four other books individually assigned.

# GRADUATE COURSES

## Historiography

HIST 6300-001

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

Professor Daniel Orlovsky

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 include: 1) Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*; 2) Alon Confino, *Germany as a Culture of Remembrance*; 3) Joan Scott, *Gender and the Politics of History*; 4) Victoria De Grazia, *Irresistible Empire: America's Advance through 20<sup>th</sup> Century Europe*; 5) M. Foucault, *History of Sexuality*, Vol. I; 6) M. Foucault, *Discipline and Punish*; 7) Sarah Maza, *The Myth of the French Bourgeoisie*; 8) David Stevenson, *With Our Back to the Wall: Victory and Defeat in 1918*; 9) Jill LePore, *The Name of War: King Phillip's War and the Origins of American Identity*; 10) Arnold Offner, *Another Such Victory: President Truman and the Cold War, 1945-1953*; 11) Carlo Ginzburg, *Cheese and the Worms: The Cosmos of a Sixteenth Century Miller*; 12) M. MacMillan, *Paris 1919*; 13) Stephen Kotkin, *Magnetic Mountain: Stalinism as a Civilization*; 14) Alun Munslow, *Deconstructing History*; 15) V. Klemperer, *I Will Bear Witness, 1933-1941*; 16) Mary Louise Roberts, *Civilization Without Sexes: Reconstructing Gender in Postwar France, 1917-27*; 17) J. Appleby, L. Hunt, M. Jacob, *Telling the Truth about History*; 18) Karl Marx and F. Engels, selected writings; 19) Drew Gilpin Faust: *This Republic of Suffering: Death and the American Civil War*.

## America: 1877-1932

HIST 6303-001

Thursday – 2:00pm-4:50pm- 120 Dallas Hall

Professor Alexis McCrossen

This graduate-level seminar is designed to prepare masters and doctoral students for qualifying examination, to write theses, and to teach about the Gilded Age and Progressive Era. To this end students will read and dissect major works concerning the period. The reading list mixes classics, such as Robert Wiebe's *The Search for Order*, and more recent works, such as Jonathan Levy's *Freaks of Fortune*. It does not include works concerning Native Americans, the West, and the borderlands, since other required graduate courses at SMU focus exclusively on these areas. Students will prepare a review essay and a major paper about a period novel, memoir, autobiography, or exposé, such as Upton Sinclair's *The Jungle*.

## History as an Academic Profession

HIST 6322-002

Wednesday – 2:00pm – 4:50pm – 318 Harold Simmons Hall

Professor Jill Kelly

This course intends to help students complete various academic tasks needed to complete the doctorate and make the transition from being a graduate student to a practicing professional historian. The course assumes that most students will seek academic tenure-track teaching positions, although it will provide some guidance about seeking alternative careers in public history, government, or the private sector. Assignments will include writing a curriculum vitae, book reviews for scholarly journals, an article submission letter, an article prepared for submission, course syllabi, a teaching philosophy statement, a grant application, a dissertation prospectus, a job application letter.

**Readings include:** Steven M. Cahn, *From Student to Scholar: A Candid Guide to Becoming a Professor*; Jo Guldi and David Armitage, *The History Manifesto*; Selected Articles for different topics

## Readings: New Spain and Mexico

HIST 6325-001

Wednesday - 3:00pm-4:50pm—120-Dallas Hall

Professor Kenneth Andrien

This course will provide a broad survey of the history and historiography of Mexico from the pre-conquest era to the present. It will explore a variety of topics, including: Pre-Columbian indigenous societies, the Spanish invasion and conquest, ethnohistory, the development of a multi-racial society, the independence era, the caudillo period in the nineteenth century, the Liberal era, the Porfiriato, the Mexican Revolution, the rise of the revolutionary party, the 1968 student movements, modern Mexican development, tensions with the U.S., and the current struggles over the drug trade.

Readings include:

Pete Sigal, *The Flower and the Scorpion: Sexuality and Ritual in early Nahua Culture*.

Barbara Mundy, *The Death of Aztec Tenochtitlan and the Life of Mexico City*

María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion and Gender in Colonial Mexico*

Eric Van Young, *The Other Rebellion: Popular Violence, Ideology, and the Struggle for Independence, 1810-1821*.

Pablo Piccato, *The Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere*.

Michael Gonzales, *The Mexican Revolution, 1910-1940*

## Problems in US History: Research 19<sup>th</sup> Century US History

HIST 6338-001

Friday – 10:00am-12:50pm- 70 Dallas Hall

Professor Crista DeLuzio

This seminar will explore 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 the literature in the related field of masculinity studies), as well as investigate the various 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 forms of social difference, including race, ethnicity, class, sexual orientation, and age.

Readings: TBD

# COURSES REQUIRING DEPARTMENT APPROVAL

(For approval, see Graduate Director)

HIST6049-001	Grad Full Time	TBA
HIST 6398-P22	Thesis	Knock
HIST 6398-P43	Thesis	Countryman
HIST 6399-P22	Thesis	Countryman
HIST 6399-P43	Thesis	Knock
HIST 7000-P10	Teacher Preparation	TBA
HIST 7101-001	Practicum Seminar	Engel
HIST 8049-001	Grad Full Time PHD	TBA
HIST 8398-P27	Dissertation PHD	Foley

## *HISTORY FACULTY*

P06	Kenneth J. Andrien	Kahn Chair in History
P04	Sabri Ates	Associate Professor; Director of Undergraduate Studies
P88	Rachel Ball-Phillips	Adjunct Lecturer; Sr. Program Specialist Pres. Scholars
P12	Katherine C. Carté	Associate Professor
P15	John R. Chávez	Professor; Director
P22	Edward F. Countryman	University Distinguished Professor
P24	Crista J. DeLuzio	Associate Professor; Altshuler Distinguished Teaching Professor
P26	Melissa Barden Dowling	Associate Professor; Altshuler Distinguished Teaching Professor; Director of Classical Studies
P86	David D. Doyle, Jr.	Adjunct Assistant Professor; Director, University Honors Program
P10	Jeffrey A. Engel	Professor; Director, Center for Presidential History
P27	Neil Foley	Dedman Chair in History; Co-Director, Clement Center for SW Studies
P85	Brian Franklin	Adjunct Professor; Associate Director Center for Presidential Studies
P28	Andrew R. Graybill	Professor; Dept. Chair; Co-Director, Clement Center for SW Studies
P03	Jo Guldi	Associate Professor
P33	Rick Halperin	Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P29	Kenneth M. Hamilton	Professor; Director, Ethnic Studies Program
P38	Erin R. Hochman	Associate Professor
	Macabe Keliher	Assistant Professor
P41	Jill E. Kelly	Associate Professor
P43	Thomas J. Knock	Professor; Altshuler Distinguished Teaching Professor
P87	Bianca Lopez	Assistant Professor
P50	Alexis M. McCrossen	Professor
P80	Daniel T. Orlovsky	Professor; Bouhe Research Fellow in Russian Studies
P02	Ariel Ron	Assistant Professor
P93	Kathleen A. Wellman	Professor; Dedman Family Distinguished Professor
P84	Laurence H. Winnie	Senior Lecturer
	Elizabeth Ingleson	Postdoctoral Fellow, Center for Presidential Studies

