Take History,
Make History

William P. Clements
Department of History

Fall 2019
<table>
<thead>
<tr>
<th>Class #</th>
<th>Subj/Class/Sect.</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
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<tr>
<td>3417</td>
<td>HIST 1311-001</td>
<td>Western Civilization to 1527</td>
<td>MWF</td>
<td>10-10:50am</td>
<td>Lopez, Bianca</td>
<td>152 DH</td>
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<td>5223</td>
<td>HIST 1322-001H</td>
<td>Introductory Topics/Europe</td>
<td>TuTh</td>
<td>11-12:20pm</td>
<td>Wellman, Kathleen</td>
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<td>2947</td>
<td>HIST 2311-001</td>
<td>Out of Many: US History to 1877</td>
<td>MWF</td>
<td>9-9:50am</td>
<td>Chavez, John</td>
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<tr>
<td>5579</td>
<td>HIST 2313-001</td>
<td>African American Pop Culture</td>
<td>TuTh</td>
<td>2-3:20pm</td>
<td>Hamilton, Kenneth</td>
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<tr>
<td>3420</td>
<td>HIST 2325-7001H</td>
<td>Human Rights Modern S. Asia</td>
<td>W</td>
<td>6-9:00pm</td>
<td>Ball-Phillips, Rachel</td>
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<td>5517</td>
<td>HIST 2351-001</td>
<td>Medieval World: 1095 to 1350</td>
<td>MWF</td>
<td>2-2:50pm</td>
<td>Lopez, Bianca</td>
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<tr>
<td>5521</td>
<td>HIST 2379-001</td>
<td>A History of Islamic Empires</td>
<td>MW</td>
<td>10-11:20am</td>
<td>Ates, Sabri</td>
<td>217 HCSH</td>
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<tr>
<td>3235</td>
<td>HIST 2384-001C</td>
<td>Latin America: Colonial Period</td>
<td>TuTh</td>
<td>2-3:20pm</td>
<td>Andrien, Kenneth</td>
<td>152 FOSC</td>
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<td>5792</td>
<td>HIST 2395-001</td>
<td>Modern East Asia</td>
<td>MWF</td>
<td>1-1:50pm</td>
<td>Keliher, Macabe</td>
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<tr>
<td>2424</td>
<td>HIST 3301-701H</td>
<td>Human Rights: America's Dilemma</td>
<td>Tu</td>
<td>6:30-9:20pm</td>
<td>Halperin, Rick</td>
<td>126 DH</td>
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<tr>
<td>3725</td>
<td>HIST 3310-001</td>
<td>Problems in American History:</td>
<td>TuTh</td>
<td>2-3:20pm</td>
<td>Foley, Neil</td>
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<td>5796</td>
<td>HIST 3310-003</td>
<td>Problems in American History:</td>
<td>TuTh</td>
<td>3:30-4:50pm</td>
<td>Ingleson, Elizabeth</td>
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<td>5516</td>
<td>HIST 3311-001</td>
<td>19th Century American West</td>
<td>MWF</td>
<td>1-1:50pm</td>
<td>Graybill, Andrew</td>
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<td>3383</td>
<td>HIST 3312-001</td>
<td>Women in US History to 1900</td>
<td>TuTh</td>
<td>9:30-10:50am</td>
<td>DeLuzio, Crista</td>
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<td>2609</td>
<td>HIST 3313-001</td>
<td>African America in US 1607-1877</td>
<td>TuTh</td>
<td>9:30-10:50am</td>
<td>Hamilton, Kenneth</td>
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<tr>
<td>5522</td>
<td>HIST 3328-001</td>
<td>History of Modern Germany</td>
<td>TuTh</td>
<td>9:30-10:50am</td>
<td>Hochman, Erin</td>
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<td>2276</td>
<td>HIST 3340-001</td>
<td>Rev. Exper in Russia: 1900-1930</td>
<td>TuTh</td>
<td>9:30-10:50am</td>
<td>Orlovsky, Dan</td>
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<td>Europe in the Age of Reformation</td>
<td>MWF</td>
<td>1-1:50pm</td>
<td>Winnie, Laurence</td>
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<td>HIST 3364-001</td>
<td>History of Consumer Culture in US</td>
<td>TuTh</td>
<td>11-12:20am</td>
<td>McCrossen, Alexis</td>
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<td>5520</td>
<td>HIST 3370-001</td>
<td>The American Revolution</td>
<td>MW</td>
<td>3-4:20pm</td>
<td>Carté, Katherine</td>
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<td>2937</td>
<td>HIST 3381-001</td>
<td>First World War and Its Impact</td>
<td>TuTh</td>
<td>2-3:20pm</td>
<td>Hochman, Erin</td>
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<td>3708</td>
<td>HIST 3390-001</td>
<td>Modern Middle East 1914-Present</td>
<td>MW</td>
<td>3-4:20pm</td>
<td>Ates, Sabri</td>
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<td>3714</td>
<td>HIST 4300-P10</td>
<td>Jr. Seminar: America At War/Peace/FDR</td>
<td>W</td>
<td>2-4:50pm</td>
<td>Engel, Jeffrey</td>
<td>317 HCSH</td>
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<td>5586</td>
<td>HIST 4300-P93</td>
<td>Jr. Seminar: On Women in European History 1500-1800</td>
<td>Tu</td>
<td>2-4:50pm</td>
<td>Wellman, Kathleen</td>
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<td>5828</td>
<td>HIST 4399-001C</td>
<td>Indep. Study: Asian American</td>
<td>NA</td>
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<td>Halperin, Rick</td>
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<td>HIST 5330-001C</td>
<td>Seminar in Mexican-America Hist</td>
<td>MWF</td>
<td>11-11:50am</td>
<td>Chavez, John</td>
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<td>5793</td>
<td>HIST 6300-001</td>
<td>Historiography</td>
<td>Tu</td>
<td>2-4:50pm</td>
<td>Orlovsky, Dan</td>
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<td>5583</td>
<td>HIST 6303-001</td>
<td>America: 1877-1932</td>
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<td>2-4:50pm</td>
<td>McCrossen, Alexis</td>
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<td>3719</td>
<td>HIST 6322-002</td>
<td>History as a Profession</td>
<td>W</td>
<td>2-4:50pm</td>
<td>Kelly, Jill</td>
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<td>5584</td>
<td>HIST 6325-001</td>
<td>New Spain and Mexico</td>
<td>W</td>
<td>3-5:50pm</td>
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<tr>
<td>5790</td>
<td>HIST 6326-001C</td>
<td>Mexican/American History</td>
<td>MWF</td>
<td>11-11:50am</td>
<td>Chavez, John</td>
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<td>5587</td>
<td>HIST 6338-001</td>
<td>Research: 19th Century US History</td>
<td>F</td>
<td>10:00-12:50am</td>
<td>DeLuzio, Crista</td>
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<td>Neil Foley</td>
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<tr>
<td>Jo Guldi</td>
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<tr>
<td>Kenneth Hamilton</td>
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<tr>
<td>Erin R. Hochman</td>
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<tr>
<td>Jill E. Kelly</td>
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<tr>
<td>Thomas J. Knock</td>
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<tr>
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<tr>
<td>Alexis M. McCrossen</td>
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<tr>
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<tr>
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<tr>
<td>Kathleen A. Wellman</td>
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<tr>
<td>Laurence H. Winnie</td>
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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 by 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.
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
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 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, Mémores, 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.


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 2325-70IH
(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. (3) 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.
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.
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.


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

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
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 16th-18th 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’athist fascism to the American invasion.

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.

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.


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 Scots 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:
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
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
19th 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)

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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
P41 Macabe Keliher Assistant Professor
P43 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