<table>
<thead>
<tr>
<th>Class #</th>
<th>Subj/Class/Sect.</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>5734</td>
<td>HIST 1321-001</td>
<td>Introductory Topics/Amer Hist Votes for Women</td>
<td>TuTh</td>
<td>2:00-3:20 pm</td>
<td>DeLuzio, Crista</td>
<td>101 DH</td>
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<tr>
<td>5749</td>
<td>HIST 1321-002H</td>
<td>Introductory Topics/Amer Hist Belonging in America</td>
<td>TuTh</td>
<td>2:00-3:20 pm</td>
<td>Foley, Neil</td>
<td>G011 CLEM</td>
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<tr>
<td>5789</td>
<td>HIST 1321-003</td>
<td>Introductory Topics/Amer Hist US Presidents at War</td>
<td>MWF</td>
<td>12:00-12:50 pm</td>
<td>Engel, Jeffrey</td>
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<td>5745</td>
<td>HIST 1321-004</td>
<td>Introductory Topics/Amer Hist American Energy History</td>
<td>MWF</td>
<td>10:00-10:50 am</td>
<td>Ron, Ariel</td>
<td>Virtual</td>
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<tr>
<td>3852</td>
<td>HIST 1322-002</td>
<td>Introductory Topics/Europe DEM. REV: US, Britain, France</td>
<td>MWF</td>
<td>11:00-11:50 am</td>
<td>Winnie, Laurence</td>
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<tr>
<td>3809</td>
<td>HIST 1325-001</td>
<td>Doing Digital History</td>
<td>TuTh</td>
<td>8:00-9:20 am</td>
<td>Carté, Katherine</td>
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<tr>
<td>5748</td>
<td>HIST 2311-001</td>
<td>Out of Many: US History to 1877</td>
<td>TuTh</td>
<td>2:00-3:20 pm</td>
<td>Carté, Katherine</td>
<td>138 DH</td>
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<tr>
<td>3825</td>
<td>HIST 2325-701C</td>
<td>Human Rights Modern S. Asia</td>
<td>W</td>
<td>6-9:00 pm</td>
<td>Ball-Phillips, Rachel</td>
<td>101 DH</td>
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<tr>
<td>3716</td>
<td>HIST 2379-001</td>
<td>A History of Islamic Empires</td>
<td>TuTh</td>
<td>11-12:20 pm</td>
<td>Ates, Sabri</td>
<td>115 DH</td>
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<tr>
<td>6588</td>
<td>HIST 2384-001</td>
<td>Latin America: Colonial Period</td>
<td>TuTh</td>
<td>12:30-1:50 pm</td>
<td>Hernandez, Carlos</td>
<td>207 HCSH</td>
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<tr>
<td>5751</td>
<td>HIST 2391-001</td>
<td>Africa to the 19th Century</td>
<td>MWF</td>
<td>10-10:50 am</td>
<td>Kelly, Jill</td>
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<td>2455</td>
<td>HIST 3301-701</td>
<td>Human Rights: America’s Dilemma</td>
<td>Tu</td>
<td>6:30-9:20 pm</td>
<td>Halperin, Rick</td>
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<td>19th Century American West</td>
<td>MWF</td>
<td>1:00-1:50 pm</td>
<td>Graybill, Andrew</td>
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<td>3284</td>
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<td>Women in US History to 1900</td>
<td>TuTh</td>
<td>9:30-10:50 am</td>
<td>DeLuzio, Crista</td>
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<td>2635</td>
<td>HIST 3313-001</td>
<td>African America in US 1607-1877</td>
<td>TuTh</td>
<td>9:30-10:50 am</td>
<td>Hamilton, Kenneth</td>
<td>357 DH</td>
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<tr>
<td>5750</td>
<td>HIST 3318-001</td>
<td>Hist of Chinese Thought</td>
<td>MWF</td>
<td>9:00-9:50 am</td>
<td>Macabe, Keliher</td>
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<td>5761</td>
<td>HIST 3320-001</td>
<td>The French Revolution</td>
<td>MWF</td>
<td>1:00-1:50 pm</td>
<td>Winnie, Laurence</td>
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<td>2789</td>
<td>HIST 3340-001</td>
<td>Rev. Exper in Russia: 1900-1930</td>
<td>TuTh</td>
<td>9:30-10:50 am</td>
<td>Orlovsky, Dan</td>
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<td>5751</td>
<td>HIST 3347-001</td>
<td>Civil War and Reconstruction</td>
<td>MWF</td>
<td>1:00-1:50pm</td>
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<td>6444</td>
<td>HIST 3368-001</td>
<td>Digital History</td>
<td>Tu</td>
<td>3:30-6:20 pm</td>
<td>Guldi, Joanna</td>
<td>112 Jenkins</td>
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<tr>
<td>5762</td>
<td>HIST 3350-1001</td>
<td>A History of Ancient Egypt</td>
<td>TuTh</td>
<td>11:00 am-12:20 pm</td>
<td>Dowling, Melissa</td>
<td>101 DH</td>
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<tr>
<td>5765</td>
<td>HIST 3369-001</td>
<td>Colonial America</td>
<td>TuTh</td>
<td>3:30-4:50 pm</td>
<td>Countryman, Edward</td>
<td>357 DH</td>
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<tr>
<td>5730</td>
<td>HIST 3377-001</td>
<td>History of South Africa</td>
<td>MWF</td>
<td>2:00-2:50 pm</td>
<td>Kelly, Jill</td>
<td>106 DH</td>
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<tr>
<td>3511</td>
<td>HIST 3390-001</td>
<td>Modern Middle East 1914-Present</td>
<td>TuTh</td>
<td>2:00-3:20 pm</td>
<td>Ates, Sabri</td>
<td>138 ACSH</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 3000-4000 level are required for all majors, which includes a 3-hour course Senior Seminar at the 4390 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 (C-) 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 HC1 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 3000-4000 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 (C-) 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.

INTERNERSHIP 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 department’s Internship Coordinator Dr. Jill Kelly at jillk@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 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 preferably develop out of the 4300 Junior Seminar or HIST 4390, the Senior Seminar. The research project will be presented as a thesis before the end of the Spring 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.
Academic Prizes for Undergraduates

Jacobus Junior Paper Prize in History

Students enrolled in a Junior Seminar in the Spring or Fall semesters of 2020 are eligible for the 2020 Jacobus Junior Paper Prize in History. 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 2020 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. Thomas Knock.

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 Dallas Historical Society, 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 long-time benefactor, the late Ruth Sharp Altshuler and the former chairwomen of the SMU Board of Trustees.
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.

Introductory Topics in American History
Votes for Women
Fulfills: UC2012 Pillars: Historical Context (Level 1); UC2016 Breadth: Historical Context
Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-001
Tuesday/Thursday - 2:00pm-3:20pm – 101 Dallas Hall
Professor Crista DeLuzio

August 2020 marks the 100th anniversary of the adoption of the Nineteenth Amendment, to the federal Constitution. The Nineteenth Amendment barred disenfranchisement on account of sex. Its ratification marked the greatest expansion of political democracy in U.S. history. This introductory topics seminar (open to first- and second-year students) will explore the long struggle by women to secure the right to vote and will assess the ramifications of suffrage for women’s engagement and power as political actors, for the ongoing struggle for gender equality, and for the political life of the nation. We will focus on the diverse individuals and groups of women involved in the suffrage crusade, including both the extraordinary leaders of the movement (in all of their messy complexities), as well as the masses of lesser-known women who rallied for the cause. We will examine the struggles and rivalries within the suffragist movement, the opposition to woman suffrage, the connections between the battle for suffrage and westward expansion and US imperialism, men’s relationship to the movement, and the influence of nativism and racism within the movement, among other topics. The course will also give students the opportunity to develop their writing and researching skills, as they will work extensively with primary sources in SMU’s DeGolyer Library and with materials in various digital collections. Finally, students will participate in special programming commemorating the suffrage anniversary at SMU and in the wider Dallas community throughout the fall.

Readings include: 1) Ellen Carol DuBois, Suffrage: Women’s Long Battle for the Vote; 2) Susan Ware, Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote; 3) Elaine Weiss, The Woman’s Hour: The Great Fight to Win the Vote; 4) Sally Roeesch Wagner, ed. The Women’s Suffrage Movement
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 bipolar economic view of immigration over the last century fails to account for the interlaced politics of citizenship, immigrant exclusion, and unremitting nativism that lies at the very heart of American national identity. The course explores how nativist ideology has sought to define who “belongs” and who does not, creating exclusionary laws and policies—based on race, citizenship, and national identity, as well as sex and gender—to enforce the boundaries of who belongs and who does not.

This course examines the history of American energy from the colonial era to the present climate change crisis. It focuses on the epochal shift from organic to mineral energy sources that carried the world into the carbon age during the nineteenth and twentieth centuries. Our core concept will be “energy transition,” or the manner in which one “energy regime” succeeds another. Energy transition was at the root of the material transformations that brought forth the modern world and it is what is now needed again in order to save modernity from itself. But while this course is partially motivated by our present predicament—it not doubt can contribute something to a better understanding of where we stand—the primary aim is historical — that is, to understand the particular patterns, experiences, and meanings of earlier periods on their own terms. The course centers on the United States with some consideration for experiences elsewhere.

Doing Digital History
Fulfills: UC2012 Pillars: Historical Context (Level 1); UC2016 Breadth: Historical Context, Technology & Mathematics
Proficiencies & Experiences: Information Literacy

HIST 1325-001
Tuesday/Thursday - 8:00am-9:20pm – 126 Armstrong Commons
Professor Kate Carté

What it was like to live during a time when you had to wait days, weeks, or months to hear what was happening. In HIST 1325, we will use digital research, GIS mapping, and online-story maps to trace how news of the Boston Tea Party, the Battle of Lexington and Concord, and the Battle of Yorktown spread across the colonies and across the ocean. Students will learn about some of the most significant events in US history and gain key digital competencies. No computer or historical experience necessary.

Readings include: Nancy A. Hewitt, Steven F. Lawson, Exploring American Histories, and primary sources.

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

HIST 2311-001
Tuesday/Thursday - 2:00pm-3:20pm—138 Dallas Hall
Professor Kate Carté

Understanding American history is essential for a well-rounded education and for responsible citizenship. Many of the nation’s important characteristics have their roots in the colonial era—the first two centuries of European settlement in North America—and in the nineteenth century, culminating in the cataclysmic Civil War. This course will examine Native American societies, European colonization of North America, the development of diverse societies on the continent, the growth and development of slavery and plantation economies, the American Revolution and the creation of the nation’s founding documents, the growth of a modern economy, the continental expansion of the United States, the political breakdown of the 1850s, the Civil War, and Reconstruction.

Readings include: Robert J. Allison, A Very Short Introduction to the American Revolution, and digital sources.
**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 2325-701C**  
(Co-listed with HRTS 2325)  
Wednesday-6:30pm-9:00pm- 101 Dallas Hall  
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.


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**A HISTORY OF ISLAMIC EMPIRES**  
Fulfills UC2012: Pillars/Historical Contexts (Level 1)  
Fulfills UC2016: Proficiencies & Experiences/Human Diversity

**HIST 2379-001**  
Monday/Wednesday/Friday—1:00pm-1:50pm—117 Harold Simmons Hall  
Professor Sabri Ates—65 Dallas Hall—214-768-2968

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: Colonial Period
Fulfills UC 2012 Pillars: Historical Contexts (Level 1); Individuals, Institutions, and Cultures (Level 1)
UC 2016 Breadth: Historical Contexts; UC 2012/2016 Human Diversity; Global Engagement

HIST 2384-001
Tuesday/Thursday – 12:30pm-1:50pm – 207 Harold Simmons Hall
Professor Carlos Hernandez

This course surveys the history of colonial Latin America and is open to all undergraduate students. We will cover the late fifteenth through the early nineteenth centuries, focusing on what are now Mexico, Brazil, and Peru. Topics include indigenous societies and Iberian conquests, racial slavery and religious syncretism, changing notions of gender and sexuality, and the relationship between independence and abolition.

Readings include: 1) Matthew Restall, Seven Myths of the Spanish Conquest; 2) Christopher Schmidt-Nowara, Slavery, Freedom, and Abolition in Latin America and the Atlantic World; 3) selections from Robert Edgar Conrad, Children of God’s Fire: A Documentary History of Black Slavery in Brazil; 4) other primary source excerpts in translation and occasional articles to be distributed as PDFs.

Africa to the 19th Century
Fulfills UC 2012 Pillars: Historical Contexts (Level 1); Individuals, Institutions, and Cultures (Level 1)
UC 2016 Breadth: Historical Contexts; UC 2012/2016 Human Diversity; Global Engagement

HIST 2391-001
Monday/Wednesday/Friday - 10:00am-10:50pm – 152 Dallas Hall
Professor Jill Kelly

This course provides students with an introduction to the history of Africa to 1880. Some of the major themes to be addressed include early civilizations, African kingdoms and empires, population migrations, the spread of Islam, European encounters, and the slave trade era. While popular images often present Africa and Africans as racially and culturally unified (sometimes even as a country!) the continent and its peoples are diverse. Learning about such a vast and diverse place can be challenging, so students will consider broad regions and themes as well as country case studies. Course readings incorporate African accounts ranging from oral tradition to fiction as well as secondary literature on the methods and sources for writing early African history.


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 3301-701C (Co-listed with HRTS 3301-701C)
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.

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.

Readings include: 1) Hernán Díaz, In the Distance; 2) Elliott West, The Contested Plains; 3) Andrew Torget, Seeds of Empire; 4) Kendra Taira Field, Growing up with the Country.
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 Chinese Thought
Fulfills UC 2012: TBA
UC 2016: TBA

HIST 3318-001
Monday/Wednesday/Friday – 9:00am-9:50am – 116 Dallas Hall
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, Mencius, Daodejing, Zhuangzi, Han Feizi, Xunzi, and Sima Qian.

Reform, Republic, Terror and Empire: The French Revolution, 1787-1804
Fulfills UC 2012: Historical Contexts (level 1)
UC 2016: Historical Contexts

HIST 3320-001
Monday/Wednesday/Friday – 1:00pm-1:50pm – 201 Hyer Hall
Professor Laurence Winnie

This course explores the development of the French Revolution from its eighteenth-century origins as a movement for reform of the Absolute Monarchy through a succession of state forms: constitutional Monarchy, Republic, government of the Terror, Directory and the First Empire. It accents the divisions among the French people and the unstable yet powerful political and social dynamics that the French Revolution released into France, Europe and the world—dynamics still evident in how we think about modern states and politics.

Readings (all English) include: a textbook, collection of topical essays and two films: Renoir’s La Marseillaise (1938) and Wajda’s Danton (1982)
Revolutionary Experience in Russia: 1900-1930
Fulfills UC 2012: Historical Contexts; Individuals, Institutions & Cultures (level 2)
UC 2016: Historical Contexts; Proficiencies & Experiences: 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.

CIVIL WAR AND RECONSTRUCTION
Fulfills UC 2016 Breadth, Historical Contexts
UC 2012: Historical Contexts II

HIST 3347-001
MWF 1:00 – 1:50 | taught remotely
Prof. Ariel Ron | aron@smu.edu

In the 1860s, a devastating Civil War exposed deep fault lines that have run through much of American history, even to the present day. In many ways we still live in the Civil War’s aftermath. This course examines the Civil War not as an isolated event, but as an era when 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. In unit one, we will try to locate the causes of the war in the decades preceding its outbreak. In unit two, we will examine the war itself, paying special attention to the experiences of soldiers, civilians, enslaved persons, and political and military leaders. Finally, in unit three, we will ask about the war’s outcomes in the years that followed the formal end to hostilities. The aim of the course, therefore, is to understand not only what happened, but why, and thus to come to terms with the meaning of this important event. Course readings will include both primary and secondary sources, that is, documents from the period itself as well as works by modern historians.

Readings include: Harriet Jacobs, Incidents in the Life of a Slave Girl; Charles Dew, Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War; Drew Gilpin Faust, This Republic of Suffering: Death and the American Civil War; William Freehling, The South Vs. the South: How Anti-Confederate Southerners Shaped the Course of the Civil War.
Digital History
Fulfills: UC201 Breadth: Historical Context, Technology & Mathematics
Proficiencies & Experiences: Information Literacy

HIST 3368-001
Tuesday/Thursday – 9:30am- 10:50am - 116 Harold Simmons Hall
Professor Jo Guldi

This course discusses the ways that new computer-powered methods are changing how information about the past is accessed, introducing students to a new methodological set of approaches that historians and journalists are using to make sense of our common past. This course is designed to be appropriate to both computationalists (who know code already) as well as to those with a background in the humanities (but who do not code); it pairs students from both categories together. Working in groups that profile the strengths history majors and coders alike, students will have a chance to use their critical thinking skills to design an approach to a historical question using new methods. Among other things, the class will teach history students skills for thinking historically about contemporary markets, journalism, and politics.


A History of Ancient Egypt
Fulfills: TBA

HIST 3350-001
Tuesday/Thursday – 11:00am- 12:20pm - 101 Dallas Hall
Professor Melissa Dowling

A history of ancient Egyptian civilization from the construction of the pyramids to conquest by the Romans, explored through Egyptian literature, archaeology, and artifacts. If the arrangements can be made, fieldtrips to the Dallas Museum of Art and to the special exhibit on the queens of Egypt at the Kimbell Museum will be included.

Colonial America

Fulfills UC 2012: (level 2)
UC 2016: Historical
2016 Human Diversity,

“Colonial America” no longer makes sense as just a string of English-speaking provinces hugging the Atlantic Coast. The settlements were part of an Atlantic World that stretched to both Europe and Africa, and in some ways to Asia. They also were part of a web of connections across vast spaces and claims to empire from the Netherlands, France, Britain, and Spain. Slavery appeared everywhere. The central fact that all the people within it faced was that they were stuck with one another. The central problem they faced was what to do about it. We’ll explore that problem.

Readings include: American Colonies by Alan Taylor, as a spine, and primary sources for class work for just about every meeting, both in print form and on line.

History of South Africa

Fulfills UC 2016 Global Engagement, Writing

Modern South Africa is still a young democracy coming to terms with the structural legacy of centuries of turmoil sparked by slavery, colonialism, rapid industrialization, segregation, apartheid, and the struggle for equal rights. This course provides students with a survey of South African history to the present that includes analysis of these major themes as well as historical frameworks such as race, class, gender, ethnicity, resistance, human rights, and the question of South African “exceptionalism.” Class format includes both lecture sessions and sections devoted to discussion, research, and writing. We will read South African accounts, ranging from fiction to autobiographies and political speeches, in order better to understand and appreciate South African cultures and ways of thinking, as well as secondary sources. The final project should contribute to our understanding of how the new South Africa has sought to deal with the legacy of human rights violations under apartheid.


Modern Middle East 1914-Present

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

HIST 3390-001
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 century. Topics that we will concentrate on include but are not limited to: challenges of modernization and Middle Eastern responses, World War I 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.


Junior Seminar: Research and Writing
*History of France and England, 1500-1789*
Fulfills UC2012: Pillars: Historical Contexts (Level 2)
UC2016: Depth/History, Social, and Behavioral Sciences, Writing, Oral Communication; Information Literacy

HIST 4300-P001
Wednesday – 2:00pm-4:50pm – 70 Dallas Hall
Professor Kathleen Wellman

Description: This seminar will focus on the history of England and France from 1500 to 1789. It is intended to allow students to develop a research and writing project of their choosing within this broad topic, using extensive primary and secondary source materials. Students are free to explore topics focused on a wide variety—religious issues, political revolutions and movements, women’s history, etc. Initial readings will provide background material before each student begins to focus on his or her topic.


Junior Seminar: Research and Writing
*British Empire, 1841-1947*
Fulfills UC2012: Pillars: Historical Contexts (Level 2)
UC2016: Depth/History, Social, and Behavioral Sciences, Writing, Oral Communication; Information Literacy
HIST 4300-002
Thursday – 3:30pm-6:20pm – 218 Annette Simmons Hall
Professor Jo Guldi

This course will invite reflection on the trajectory of British Empire, focusing especially on politics, rebellion, and famine in nineteenth-century India. It aims to teach students to craft a perspective on historical sources, to define events in history for themselves, to match evidence and argument, and to craft their own research into a compelling argument about the past and its implications.


Senior Seminar: Research and Writing
Late Soviet History, 1945-1991

HIST 4390-001
Tuesday – 2:00pm-4:50pm 70 Dallas Hall
Professor Dan Orlovsky

The seminar considers recent scholarship and new themes in the exciting field of Soviet History mainly from World War II to 1991. Examples include national and ethnic identity, consumerism, politics and society, high and low, sport, culture, war time experience, late Stalinism, memory and the end of the Soviet Union.


Senior Seminar: Research and Writing
The United States & the Vietnam War

HIST 4390-002
Monday – 2:00pm-4:50pm 70 Dallas Hall
Professor Tom Knock

Forty-five years after the fall of Saigon, the Vietnam War continues to this day to influence the foreign policy of the United States and hammer a wedge into American politics. (The struggle took the lives of 58,000 Americans and of at least 2 million Southeast Asians.) In this seminar, students will consider how the United States became involved in a major ground war in
Vietnam; why it sustained the war for so long; and whether the nation was bound to fail in the endeavor. We will study America’s second longest war from various perspectives—through historical writing and primary sources, journalistic accounts, memoirs, and popular culture (including documentaries and feature films).

GRADUATE COURSES

Historiography

HIST 6300-001
Wednesday – 9:00am – 12:00pm 70 Dallas Hall
Professor Melissa Barden Dowling

This seminar is intended as an intensive reading course in the development of the writing of history, from its beginnings in the ancient world to current approaches and techniques. The readings are intended to offer insight into the methods, interests, and assumptions held by historians across time and culture. While we will focus on the historical traditions of Europe, Britain and the United States, these books were immensely influential in many world cultures and inform the work of most international historians today as they write within and, often simultaneously, in opposition to these influences. Our course readings will serve only as an introduction to important movements in the Western intellectual tradition. The great joy of the scholarly life is the ability, and the necessity, to continue learning not only about our own particular areas of study but also about the greater sweep of human events. We continued to learn, to read, to question, to argue, and to discover. We seek our own enlightenment. Then we teach others. The assignments in this course will form a foundation for your own intellectual growth.


Colloquium: Early America

HIST 6301-001
Monday – 9:00am – 12:00pm 70 Dallas Hall
Professor Edward Countryman

This MA and PhD reading colloquium will explore “early” American as historians now understand it. It no longer comprises just the east coast Anglophone settlements. Instead, it needs to be seen as a huge web of polities, communities, peoples, and connections which by 1700 covered much of the hemisphere and that reached to Europe, Africa, and even to Asia. The central readings, required for purchase, will be two books by Alan Taylor (American Colonies and American Revolutions) plus the collection edited by Juliana Barr and Edward Countryman, Contested Spaces of Early America. Beyond those, weekly readings will vary from student to student, culled from a long list of important recent scholarship. I’ll also ask you to encounter primary sources of many sorts online.
Colloquium: Hispanic Southwest Borderlands

HIST 6305-001
Thu—2:00-4:50—70 Dallas Hall
Prof. John Chávez

Borderlands studies, now global in scope, had their origins in Herbert E. Bolton’s slim volume, *The Spanish Borderlands* (1921). This graduate colloquium focuses on the early and continuing development of the field as the history of the “Hispanic Southwest,” that is the far northern frontier of New Spain and Mexico. While reading major surveys, such as David Weber’s *Mexican Frontier* (1982), students report on select monographs of early and more recent publication as we trace the historiography to the present. Assignments include book reviews, a bibliographical essay, and oral presentations.


Seminar in American History
Readings in African American History

HIST 6308-001
Tuesday – 3:30pm-5:20pm 137 Dallas Hall
Professor Kenneth Hamilton

This graduate seminar in African American history is an advanced course concerning the life and culture of Africans and their descendants in the current United States of America. The course will acquaint students with an array of complex issues involved in the evolution of black Americans from their introduction to English North America through the Civil Rights Movement. It will pay special attention to the enslavement of Africans and their descendants, African American life during Reconstruction, the pre-Great Migration era, the migration, and the struggle for racial equity.

Problems in Mexican History

HIST 6357-001
Friday – 9am-12pm – 70 Dallas Hall
Professor Carlos Hernandez

This course is designed for graduate students interested in Mexican history and historiography and introduces them to the two major problems of Mexicanist historiography—modernity and nation-state formation. All the readings are in English, and we will focus on the twentieth century. Topics also include the problem and process of revolution, the relationship between the regional and (trans)national, changing conceptions of race and gender, and the recent turn toward contemporary history.

This course interrogates capitalism as an analytical category and how historians have studied it, with a particular emphasis on China and the historiography on China. Over the past decade, historians have renewed explorations into the development of economic life, which has given birth to the historical subfield of History of Capitalism. While this new field has charted research directions and yielded insights into human societies, it is largely shaped by scholars of American and European history. A new generation of China scholars have now begun to show not only the importance of China in understanding the origins of capitalism but also the ways in which China was instrumental in the development of the capitalist system in the nineteenth and twentieth centuries. Focusing on logic of China’s economic development over the last millennium, this course will look at the question of the origin of capitalism and the divergence of China and England in 1800, the integration of China into the world capitalist economy, and the post-1949 economy.

# HISTORY FACULTY

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<tr>
<th>Code</th>
<th>Name</th>
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<tbody>
<tr>
<td>P04</td>
<td>Sabri Ates</td>
<td>Associate Professor; Director of Undergraduate Studies</td>
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<tr>
<td>P88</td>
<td>Rachel Ball-Phillips</td>
<td>Adjunct Lecturer; Sr. Program Specialist Pres. Scholars</td>
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<td>P12</td>
<td>Katherine C. Carté</td>
<td>Associate Professor</td>
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<td>P15</td>
<td>John R. Chávez</td>
<td>Professor; Director of Graduate Studies</td>
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<td>P22</td>
<td>Edward F. Countryman</td>
<td>University Distinguished Professor</td>
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<td>P24</td>
<td>Crista J. DeLuzio</td>
<td>Associate Professor; Altshuler Distinguished Teaching Professor</td>
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<td>P26</td>
<td>Melissa Barden Dowling</td>
<td>Associate Professor; Altshuler Distinguished Teaching Professor; Director of Classical Studies</td>
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<td>P86</td>
<td>David D. Doyle, Jr.</td>
<td>Adjunct Assistant Professor; Director, University Honors Program</td>
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<td>P10</td>
<td>Jeffrey A. Engel</td>
<td>Professor; Director, Center for Presidential History</td>
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<td>P27</td>
<td>Neil Foley</td>
<td>Dedman Chair in History; Associate Director, Clement Center for SW Studies</td>
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<td>P85</td>
<td>Brian Franklin</td>
<td>Adjunct Professor; Associate Director Center for Presidential Studies</td>
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<td>P28</td>
<td>Andrew R. Graybill</td>
<td>Professor; Director, Clement Center for SW Studies</td>
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<td>P03</td>
<td>Jo Guldi</td>
<td>Associate Professor</td>
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<td>P33</td>
<td>Rick Halperin</td>
<td>Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program</td>
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<td>P29</td>
<td>Kenneth M. Hamilton</td>
<td>Associate Professor; Director, Ethnic Studies Program</td>
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<td>P95</td>
<td>Carlos Hernandez</td>
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<td>Erin R. Hochman</td>
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<td>Macabe Keliher</td>
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<td>Jill E. Kelly</td>
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<td>P43</td>
<td>Thomas J. Knock</td>
<td>Professor; Dept. Chair; Altshuler Distinguished Teaching Professor</td>
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<td>P87</td>
<td>Bianca Lopez</td>
<td>Assistant Professor (On Leave)</td>
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<td>P50</td>
<td>Alexis M. McCrossen</td>
<td>Professor</td>
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<td>P80</td>
<td>Daniel T. Orlovsky</td>
<td>Professor; Bouhe Research Fellow in Russian Studies</td>
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<td>P02</td>
<td>Ariel Ron</td>
<td>Assistant Professor (On Leave)</td>
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<td>P93</td>
<td>Kathleen A. Wellman</td>
<td>Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor</td>
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<td>P84</td>
<td>Laurence H. Winnie</td>
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