William P. Clements Department of History

Take History, Make History
Fall 2021
# Fall 2021 HISTORY COURSE SCHEDULE

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

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<td>Introductory Topics/Amer Hist Votes for Women</td>
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<td>DeLuzio, Crista</td>
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<td>3053</td>
<td>HIST 2379-001</td>
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<td>3497</td>
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<td>HIST 3333-001</td>
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<td>3401</td>
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<td>Guldi, Joanna</td>
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<td>5392</td>
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<td>HIST 3390-001</td>
<td>Modern Middle East 1914-Present</td>
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<td>2:00-3:20 pm</td>
<td>Ates, Sabri</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 the required HIST 4300 Junior Seminar and HIST 4390 Senior Seminar. The eighteen semester hours of advanced courses must be taken in residence here at SMU. 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 (C-) or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

History 4300, the Junior Seminar in Research and Writing, is required. It counts as three hours of the eighteen advanced hours required for the major but cannot be counted toward area distribution requirements for the major.

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 3000-4000 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. 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.

INTERNSHIP PROGRAM

To promote learning based on practical experience and to introduce students to some of the careers that can be pursued with a History major, the 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. Kate Carté, at kecarte@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 in order to graduate with Departmental Distinction.

“He’s a rescue.”
Academic Prizes for History Majors

Jacobus Junior Paper Prize in History

Students enrolled in a Junior Seminar in the Spring or Fall semesters of 2021 are eligible for the 2021 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.

The recipient of the 2021 Jacobus Prize will be selected from among papers written 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, email Director of Undergraduate Studies, Dr. Sabri Ates, at sates@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

This award is given in honor of the late Professor and historian Herbert Pickens Gambrell (SMU class of 1921), who was the founder of SMU press, the first managing editor of the Southwest Review, and a leader in various organizations including Dallas Historical Society, Texas Historical Association, and the Texas Institute of Letters. Courtesy of Ms. Jane Kent Hedges ’60 who established an endowment in honor of Dr. Gambrell, the Gambrell Award comes with a prize of $1000.

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. A graduate of SMU, Ms. Altshuler served as an SMU trustee for nearly fifty years and was the first chairwomen of the SMU Board of Trustees.
Introductory Topics in American History
Votes for Women
Fulfills: CC2020 Human Diversity; Oral Communication; Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-001
Tuesday/Thursday – 9:30am-10:50am – 111 Hyer Hall
Professor Crista DeLuzio

August 2020 marked 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 only) 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.

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.


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

Introductory Topics in American History
The Many Worlds of George Washington
Fulfills: CC2020 Human Diversity; Oral Communication; Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-004
Monday/Wednesday/Friday - 2:00pm-2:50pm – 102 Dallas Hall
Professor Edward Countryman

George Washington made himself difficult to know. He seems to disappear into his own image and into the marble of his monument in Washington. So, he poses a challenge. This first-year seminar will rise to the challenge. We'll start by exploring the reality he made around himself at Mount Vernon. We'll look at the imagery that others made of him on painted canvases and how writers tried to describe him. We'll consider him as an aspiring Virginia provincial, a soldier, a revolutionary and a general, and as a figure who bestrode his time and who knew it. We'll look at him dealing with the problem of slavery as it grew on his mind until he finally freed his own slaves; with the Indigenous peoples, and with the unruly American Republic that he tried to govern.


First Year Seminar in European History
Democratic Revolutions: US, Britain, France
Fulfills: CC2020 Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1322-001
Monday/Wednesday/Friday - 1:00pm-1:50pm – 343 Dallas Hall (001 section)

HIST 1322-002H (This section is an Honors course open only to students in University Honors program)
Monday/Wednesday/Friday – 2:00pm-2:50pm – 343 Dallas Hall (002H section)
Professor Laurence Winnie

This course explores the complex vision of Alexis de Tocqueville (1805-59), author of *Democracy in America* (1835, 1840), about the democratic revolutions that were transforming the world in the nineteenth century. Like many courses on Tocqueville’s thought, it will engage with the ideas about democracy he developed in his famous book on America. Unlike other courses on Tocqueville, it will focus on his observations on these democratic revolutions in four countries: America, England, Ireland and France. This course will be valuable to students interested in American politics, American history, and British and French history, politics and culture.


Doing Digital History
Fulfills: CC2020 Technological Advances and Society (TAS)
UC2016 Breadth: Historical Contexts; Technology & Mathematics
Proficiencies & Experiences: Information Literacy

HIST 1325-001
Tuesday/Thursday - 11:00am-12:20pm – 157 Fondren Science
Professor Kate Carté

What was it like to live during a time when you had to wait days, weeks, or months to hear what was happening in the larger world? 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: 1) Joseph Adelman, Revolutionary Networks: The Business and Politics of Printing the News, 1763-1789, and other readings distributed via Canvas.

Out of Many: US History to 1877
Fulfills: CC2020 Historical Contexts (HC)
UC2016: Individuals, Institutions & Cultures (Level 1)

HIST 2311-001
Monday/Wednesday/Friday-9:00am-9:50am-110 Hyer Hall
Dr. Patrick Troester

This course offers an introduction to American History from the pre-colonial era through Reconstruction. It explores the social, political, economic, and cultural development of Early America and the United States. Topics include European and U.S. colonialism, Native American power and resistance, the rise and fall of slavery, and the evolution of race, class, gender, sex, work, and politics. The story we will explore together is challenging, complicated, and full of nuance. It will ultimately encourage students to recognize they inhabit a present that is inextricable from the past. Students also will learn and practice the fundamentals of historical thought and research, developing a sharpened set of critical reading, thinking, and writing skills in the process.

Readings include: 1) Joseph Locke and Ben Wright ed., The American Yawp; 2) Melton McLauren, Celia, A Slave; 3) Ari Kelman, Battle Lines: A Graphic History of the Civil War; 4) Elizabeth Fenn, Pox Americana: The Great Smallpox Epidemic of 1775-82 (subject to change)
A HISTORY OF ISLAMIC EMPIRES
Fulfills: CC2020 Historical Contexts (HC)
UC2016: Breadth/Historical Contexts; Proficiencies & Experiences/Human Diversity

HIST 2379-001
Tuesday/Thursday—10:00am-11:20am—111 Hyer 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 will be more historical and chronological in nature while others will be rather thematic. Readings will include primary sources that students will analyze and discuss.


Latin America: Colonial Period
Fulfills: CC2020 Historical Contexts (HC)
UC2016 Breadth: Historical Contexts; UC 2012/2016 Human Diversity; Global Engagement

HIST 2384-001
Tuesday/Thursday – 9:30am-10:50am – 116 Dallas 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.

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

HIST 2395-001
Monday/Wednesday/Friday– 10:00am-10:50pm – 183 Caruth Hall
Professor Macabe Keliher

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

HUMAN RIGHTS: AMERICA'S DILEMMA
Fulfills: UC2016: Breadth/ Historical Contexts
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.

Problems in American History: US/Russian Relations
Fulfills UC2016: Breadth: Historical Contexts

HIST 3310-001
Monday/Wednesday/Friday – 9:00am-9:50am – 126 Clements Hall
Dr. Paul Behringer

This course examines the history of U.S.-Russian relations from the late nineteenth century to the present. In addition to covering direct diplomatic and cultural interactions between the United States and Russia, it also places the two countries into a comparative context. The class demonstrates how their respective historical experiences and legacies influenced the ways in which Americans and Russians have viewed each other over the past 150 years. It follows the major events of U.S.-Russian relations, such as the Russian Revolution, U.S. intervention in the Russian Civil War, World War II, the Cold War, the collapse of the Soviet Union, and the post-Soviet era. Although organized around political developments, the course also uncovers how social movements, economics, gender, and race shaped U.S. and Russian perceptions and policies toward one another; as well as how American elites have frequently seen in Russia a mirror image of their own country as a vast land, containing a people of unlimited potential, only to become disillusioned when Russians failed to follow the path of U.S.-style democracy and capitalism. The class illuminates the impact of this cycle of optimism and disappointment on U.S.-Russian relations up to the present day.

Readings include: 1) David S. Foglesong, The American Mission and the “Evil Empire”; 2) David Engerman, Modernization from the Other Shore; 3) Michael-David Fox, Showcasing the Great Experiment; 4) S. Frederick Starr, Red and Hot: The Fate of Jazz in the Soviet Union; 5) John Earl Hayes, Harvey Klehr, and Alexander Vassiliev, Spies: The Rise and Fall of the KGB in America; 6) Anatoly Dobrynin, In Confidence: Moscow's Ambassador to America's Six Cold War Presidents; (7) Simon Miles Engaging the Evil Empire; (8) Angela Stent, The Limits of Partnership.
Problems in American History
Natives & Newcomers in Early America
Fulfills: UC2016: Breadth: Historical Contexts

History 3310-002
Monday/Wednesday/Friday – 10:00am-10:50am – 102 Dallas Hall
Professor Edward Countryman

The western hemisphere’s central fact after the Columbian encounter of 1492 was that the Western Hemisphere’s people and the newcomers became stuck with one another, permanently. The main question that they all (including Africans) had to address was what to do about this new situation. This course will deal with this problem between the first contact and the creation of the United States. In good part we’ll use primary sources for classwork, but in place of a final exam, students will write papers that draw on a range of excellent scholarship.

Readings include: Brian Rice The Rotinonshonni; Colin Calloway, ed.; The World Turned Upside Down: Indian Voices from Early America; Juliana Barr, Peace Came in the Form of a Woman; Camille Townsend, Pocahontas and the Powhatan Dilemma: Lisa Brooks, Our Beloved Kin; Allen Greer, ed.; The Jesuit Relations; and Gilles Havard, The Great Peace of Montreal of 1701.

The Nineteenth-Century American West
Fulfills: CC2020 Human Diversity (HD)

HIST 3311-001
Monday/Wednesday/Friday – 2:00pm-2:50pm – 115 Dallas Hall
Dr. Patrick Troester

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 Diaz, In the Distance; 2) Elliott West, The Contested Plains; 3) Andrew Torget, Seeds of Empire; 4) Kendra Taira Field, Growing up with the Country.
African Americans in the United States, 1607-1877
Fulfills: CC2020 Historical Contexts (HC); Human Diversity (HD)
UC2016: Breadth/Historical Contexts; Proficiencies & Experiences/Human Diversity

HIST 3313-001
Tuesday/Thursday – 9:30am-10:50am – 120 Clements 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 African American culture, the growth of slavery, southern and northern free blacks, and life of African Americans during the Civil War.


History of Sex in America
Fulfills: HC2020 Historical Contexts (HC); Human Diversity (HD); Writing (W)
UC2016 Breadth/Historical Contexts Foundation/Ways of Knowing
Proficiencies & Experiences: Writing & Human Diversity

HIST 3316-001H
Wednesday-6:30pm-9:20 pm-G11 Clements
Professor David D. Doyle, Jr

Emerging from such intellectual traditions as social history, feminism, civil rights, and lesbian and gay movements, the study of sexuality is an increasingly vibrant field—one that is opening up many long-static discussions of vital importance in American history. Considering sexual issues within the histories of slavery, European immigrations, or the interactions between European settlers and Native Americans, it is hard to arrive at a coherent picture without this work. Concepts such as social constructionism, and the ability to articulate gender and sexuality as distinct categories of analysis have given scholars the tools to advance our knowledge of the past. This course will emphasize how gender and sexuality are two separate—if occasionally overlapping—categories. This semester its primary focus will be on the categories of race, gender, region, and social class in America. The course will move chronologically through American history looking at historical developments through the lens of gender and sexuality. This may be a history that is unfamiliar.

Reform, Republic, Terror and Empire: The French Revolution, 1787-1804
Fulfills: CC2020 Historical Contexts (HC)
UC 2016: Breadth/Historical Contexts

HIST 3320-001
Monday/Wednesday/Friday – 11:00am-11:50am – 334 Clements 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 include: 1) T.C.W. Blanning, ed. The Rise and Fall of the French Revolution; 2) P. M. Jones, The French Revolution, 1787-1804; 3) Jeremy D. Popkin. You are All Free: The Haitian Revolution and the Abolition of Slavery; and two films: Renoir’s La Marseillaise (1938) and Wajda’s Danton (1982).

History of Ancient Greece

HIST 3353-001
Monday/Wednesday/Friday – 10:00am-10:50am- 225 Clements Hall
Professor Melissa Barden Dowling

This course surveys the history and culture of the ancient Greek city states from the beginnings of writing to Roman conquest. We will examine the development of democracy, the rise of Greek literature and drama, the Persian attacks at Marathon and Thermopylae that unified the Greeks, the great war between Sparta and Athens, and the campaigns of Alexander the Great.

Consumer Culture in The United States
Fulfills: CC2020 Historical Contexts (HC)
UC2016: Breadth/Historical Contexts; Depth/Humanities & Fine Arts

HIST 3364-001
Tuesday/Thursday – 11:00am-12:20am—157 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: 1) Susan Strasser Satisfaction Guaranteed; 2) Roland Marchand Advertising the American Dream; 3) F. Scott Fitzgerald The Great Gatsby.

Digital History
Fulfills: CC2020 Historical Contexts (HC)
UC2016 Breadth: Historical Context, Technology & Mathematics
Proficiencies & Experiences: Information Literacy

HIST 3368-001
Monday/Wednesday/Friday – 10:00am- 10:50am - 110 Hyer 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.

The First World War and Its Impact
Fulfills: CC2020 Historical Contexts (HC); Writing (W)
UC2016: Breadth/Historical Contexts; Proficiencies & Experiences/Writing

HIST 3381-001
Tuesday/Thursday-11:00am-12:20pm-357 Dallas Hall
Professor Erin Hochman

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, many soldiers, political leaders, and civilians believed that the conflict would be over by Christmas. Four years and millions of deaths later, the Great War and the subsequent peace treaties had irrevocably transformed the map of Europe, the Middle East, and Africa as well as the everyday lives of their inhabitants. Through a variety of primary sources and scholarly literature, we will focus on the cultural, social, and geopolitical impact of the First World War. Each week we will explore a different theme pertaining to the war and its outcome, including: the causes of the war, warfare on the western and eastern fronts, experiences on the home front, the colonial dimensions of the war, changing conceptions of gender, 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) Hew Strachan, The First World War; 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: UC2020 Historical Contexts (HC); Human Diversity (HD)
UC2016: Breadth/Historical Contexts; Proficiencies & Experiences/Human Diversity & Information Literacy

HIST 3390-001
Tuesday/Thursday – 2:00pm- 3:20pm – 120 Clements 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 16th-18th centuries), the course concentrates on the long nineteenth century and the 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’thist fascism to the American invasion.

Junior Seminar: Research and Writing
Cleopatra’s Triumph: Egypt/Rome
Fulfills: CC2020 Oral Communication (OC); Writing in the Major (WinM)
UC2016: Depth/History, Social, and Behavioral Sciences; Proficiencies & Experiences/Writing
Oral Communication; Information Literacy

HIST 4300-001
Monday – 2:00pm-4:50pm – 2105 Owens Fine Arts Center
Professor Melissa Dowling

From conquest by Alexander the Great, to the defeat of Cleopatra and Antony at the Battle of Actium, to the spread of Christianity, ancient Egypt underwent enormous cultural changes, assimilating new gods, new governors, new languages and social mores. Greek and Roman societies were profoundly affected by Egyptian culture in turn. We will examine the Ptolemaic kings and queens and their adaptations to Egyptian concepts of kingship; the career of Egypt’s last queen Cleopatra VII and her relations with Rome, both private and public; the economics underlying Roman domination of Egypt; the absorption of Egyptians and Egyptian religions into Roman culture; the rise of the African kingdom of Meroe (modern Ethiopia and the Sudan) and its expansion, leading to warfare with Rome and Egypt; and the transformation of traditional Egyptian culture through the spread of Christianity.


“*I’m glad they set that 140-character limit...*”

Junior Seminar: Research and Writing
19th Century India
Fulfills: CC2020 Oral Communication (OC); Writing in the Major (WinM)
UC2016: Depth/History, Social, and Behavioral Sciences; Proficiencies & Experiences/Writing
Oral Communication; Information Literacy

HIST 4300-002
Tuesday – 2:00pm-4:50pm – 223 Prothro 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
Age of Revolutions

HIST 4390-001
Wednesday – 9:00am-11:50am 70 Dallas Hall
Professor Kate Carté

What connects the Declaration of Independence to the Storming of the Bastille? How did those events shape the birth of Haiti and Mexican Independence? This course explores the diverse histories of the Age of Revolutions, the series of political, military, and social upheavals that transformed the Atlantic world between 1775 and 1825. Readings and discussions will explore the causes and consequences of revolutions in North America, Haiti, France, western Europe, and Latin America. Both the distinctions between these events, and the commonalities between them, reveal how this half-century of dramatic change laid the groundwork for the modern world.


Senior Seminar: Research and Writing
African American Lives at the Turn of the Twentieth-Century

HIST 4390-002
Tuesday – 3:00pm-5:50pm – 201 Prothro Hall
Professor Alexis McCrossen

In this readings course we will focus on a few members of a generation of prominent African Americans born in the 1860s and 1870s whose accomplishments and experiences as activists, athletes, teachers, writers, musicians and entertainers encourage us to think deeply about race at the turn of the twentieth-century. Student work will include different kinds of historical writing, including an argument-driven essay, a biographical entry, and an historically-informed social media piece.

Readings include: In addition to watching documentaries and listening to music, we will read biographies, memoirs including Booker T. Washington’s *Up from Slavery* and Ida Tarbell’s *Crusade for Justice*, and historical studies including Saidiya Hartman’s *Wayward Lives, Beautiful Experiments*. 
GRADUATE COURSES

America: 1877-1932

HIST 6303-001
Friday – 9:00am-11:50am - 70 Dallas Hall
Professor Crista DeLuzio

This seminar explores the history of the United States from 1877-1932. During these decades surrounding the turn of the twentieth century, tremendous changes in all areas of life – economic, social, technological, political, intellectual, and cultural – converged to forge the United States into a modern nation. These were decades marked by great uncertainty, conflict, and suffering, as well as by remarkable innovation, resilience, solidarity, and hope. Topics and themes that we will examine include: industrialization and technological change; urbanization; migration and immigration; expansionism, imperialism and war; class, race, gender and age relations; the rise of a mass consumer culture; and myriad movements for social reform and social change on behalf of such causes as racial equality, women’s rights, children’s welfare, economic justice, and international peace.


History of Nationalism

HIST 6319-001
Tuesday, 2:00pm-4:50pm, 70 Dallas Hall
Professor Erin Hochman

Although the world has become increasingly connected due to the invention of the Internet, cheaper air travel, and the global flow of capital, the current resurgence of extremist nationalism shows that the idea of the nation remains a potent force. But how and why did this abstract concept become the predominant way that people in the modern era understood their place in the world? Using both theoretical and historical approaches, we will explore a different topic each week to answer these questions, including the origins of nationalism, the invention of ethnicity, racialized ideas of nationhood and citizenship, extremist nationalism, banal nationalism, the creation of national boundaries and borderlands, anticolonial nationalism, diasporic nationalism, internationalism, gendered ideas of nationhood, and the invention of national traditions. With this knowledge, students will write a final historiographical paper on a topic related to their own field of research.

Research on The Southwest as a Region

HIST 6327-001
Monday—9:00AM-11:50 AM—70 Dallas Hall
Professor John Chávez

This advanced seminar is designed to assist graduate students in developing their ideas about the Southwest by researching and writing a publishable paper. We will examine regionalism as a national and transnational concept in order to identify the distinctive features that make the Southwest a region, and to suggest the various historical and interdisciplinary ways in which student papers might illuminate that distinctiveness. In general, the course aims to improve students’ skills in abstract discussion, thorough investigation, and clear writing. This course deals with selecting a topic, devising an approach and a method, as well as locating sources, especially primary materials. Though the focus of the course is on the southwestern United States, students may write on regions in other places, with permission of the instructor, since regionalism as an analytical concept applies globally.


Problems in Latin American History
The Latin American Cold War

HIST 6355-001
Thursday – 3:00pm-5:50pm – 70 Dallas Hall
Professor Carlos Hernandez

This seminar examines the history and historiography of Latin America’s long and heated Cold War. Drawing on some of the best scholarship currently available in English, this course invites us to integrate Latin America more meaningfully into “our” (whose?) theoretical paradigms of the Cold War while simultaneously questioning the limits of those frameworks. *Our objective is to understand Latin America on its own terms.* As both a concept and region, “Latin America” constitutes an irreducible subject-object of knowledge. Comprised of multiple histories, languages, and cultures, Latin America compels us to think beyond the epistemological foundations of our discipline. How can we write histories of “the subaltern”? Where should we turn for answers when “our” archives were—and often still are—complicit in state violence? And who are “we” as scholars in the Global North to do this kind of work, anyway?

This course examines these questions in four parts. Our first unit, “Latin America and Latin Americanism: Reading (Counter)revolutions in Translation,” introduces the region from the inside out. We will begin with a close reading of Gabriel García Márquez’s literary masterpiece, *One Hundred Years of Solitude.* Originally published in 1967, this work has continually served as an imperfect metaphor for Latin America’s complex realities. We will then turn to a more traditional survey of the region, before engaging in the field’s central debate: Was there a Cold War in Latin America or a Latin American Cold War? This question will take us to the dual problem of periodization and representation. What were the continuities and discontinuities of Latin America’s Long Cold War? How did such conflicts (re)shape racial formations, gender politics, and class consciousness on the ground? How should we integrate the internal and external dimensions of power?

The second and third units examine Latin America in the early twentieth century and the Cold War proper, respectively. Unlike most conventional approaches to the Latin American Cold War, we will foreground the Spanish Caribbean (specifically, Panama and the Dominican Republic) as a region that has existed *both beside and beneath* the United States. Similarly, we will read Brazilian regionalism at midcentury as an antidote to unilinear, top-down narratives of imperial power. We will refine this theme in our third unit as we return to the Spanish Caribbean, situating Cuba alongside Guatemala, Chile, and El Salvador. Finally, we will revisit the conceptual limits of the (Latin American) Cold War in our fourth unit as we consider neoliberalism and “democratization” in conjunction with contemporary social movements. We will end by reflecting on what recent struggles for abortion rights in twentieth-century Bolivia, sexual liberation in post-
dictatorial Argentina, or queer rights under the so-called Pink Tide governments of the early 2000s mean for an increasingly global, interconnected, and diasporic Latin America.


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**History as an Academic Profession**

HIST 6395-001  
Wednesday – 2:00pm – 4:50pm – 70 Dallas Hall  
Professor Jill Kelly

In this course, students develop the skills needed to make the transition from graduate student to a professional historian. The course assumes that most students will seek academic teaching positions, although it provides several opportunities for exploring alternative careers in public history, government, or the private sector. Assignments will include the drafting of a grant application, a dissertation prospectus, articles and book reviews for scholarly journals, and job market materials (curriculum vitae; course syllabi; statements of teaching philosophy, research, and diversity; and cover letter), etc.

**Readings include:** 1) Cahn, Steven M., *From Student to Scholar: A Candid Guide to Becoming a Professor*; 2) Kelsky, Karen, *The Professor is In*; 3) other selected readings available via Canvas.
## HISTORY FACULTY

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<thead>
<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>P01</td>
<td>Paul Behringer</td>
<td>Adjunct Lecturer; Fellow, Center for Presidential History</td>
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<tr>
<td>P12</td>
<td>Katherine C. Carté</td>
<td>Associate Professor</td>
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<tr>
<td>P15</td>
<td>John R. Chávez</td>
<td>Professor; Director of Graduate Studies</td>
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<tr>
<td>P22</td>
<td>Edward F. Countryman</td>
<td>University Distinguished Professor</td>
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<tr>
<td>P24</td>
<td>Crista J. DeLuzio</td>
<td>Associate Professor; Altshuler Distinguished Teaching Professor</td>
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<tr>
<td>P26</td>
<td>Melissa Barden Dowling</td>
<td>Associate Professor; Altshuler Distinguished Teaching Professor;</td>
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<td>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, Clements Center for</td>
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<td>Southwest Studies</td>
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<td>P85</td>
<td>Brian Franklin</td>
<td>Adjunct Lecturer; Associate Dir., Center for Presidential Studies</td>
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<td>P28</td>
<td>Andrew R. Graybill</td>
<td>Professor; Director, Clements Center for Southwest Studies (On Leave)</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</td>
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<td>P29</td>
<td>Kenneth M. Hamilton</td>
<td>Professor; Director, Ethnic Studies Program</td>
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<td>P35</td>
<td>Carlos Hernandez</td>
<td>Pye Visiting Assistant Professor</td>
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<td>Erin R. Hochman</td>
<td>Associate Professor</td>
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<td>Macabe Keliher</td>
<td>Assistant Professor</td>
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<td>P41</td>
<td>Jill E. Kelly</td>
<td>Associate Professor; Altshuler Distinguished Teaching Professor</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 (On Leave)</td>
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<td>P02</td>
<td>Ariel Ron</td>
<td>Assistant Professor (On Leave)</td>
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<td>Patrick Troester</td>
<td>Adjunct Lecturer</td>
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<td>Kathleen A. Wellman</td>
<td>Professor; Dedman Family Distinguished Professor and Altshuler</td>
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<td>Distinguished Teaching Professor (On Leave)</td>
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<tr>
<td>P84</td>
<td>Laurence H. Winnie</td>
<td>Senior Lecturer</td>
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