Take History, Make History

Spring 2021
<table>
<thead>
<tr>
<th>Class</th>
<th>Class/Sect.</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>3409</td>
<td>HIST 1322-001</td>
<td>Intro. Topics/Europe Renaissance Queens &amp; Mistresses</td>
<td>T/T</td>
<td>11:00-12:20</td>
<td>Wellman, Kathleen</td>
<td>Virtual</td>
</tr>
<tr>
<td>3222</td>
<td>HIST 2306-001H</td>
<td>The Kids are Alright</td>
<td>T/T</td>
<td>12:30-1:50</td>
<td>DeLuzio, Crista, Levy, Bruce</td>
<td>Virtual</td>
</tr>
<tr>
<td>3410</td>
<td>HIST 2311-001</td>
<td>Out of Many: US History to 1877</td>
<td>MWF</td>
<td>1:00-1:50</td>
<td>Graybill, Andrew</td>
<td>HCSH 217</td>
</tr>
<tr>
<td>3441</td>
<td>KNW 2312</td>
<td>Unfinished Nation: US 1877-Present</td>
<td>MWF</td>
<td>9:00-9:50</td>
<td>Chavez, John</td>
<td>Virtual</td>
</tr>
<tr>
<td>3913</td>
<td>HIST 2314-701</td>
<td>On the Edges of Empire</td>
<td>W</td>
<td>6:00-9:50</td>
<td>Foley, Neil, Ball-Phillips, Rachel</td>
<td>Virtual</td>
</tr>
<tr>
<td>3442</td>
<td>HIST 2315-001</td>
<td>Modern China</td>
<td>T/T</td>
<td>9:30-10:50</td>
<td>Keliher, Macabe</td>
<td>Hyer 110</td>
</tr>
<tr>
<td>3349</td>
<td>HIST 2337-001H</td>
<td>US Sports History</td>
<td>T/T</td>
<td>11:00-12:20</td>
<td>McCrossen, Alexis</td>
<td>Virtual</td>
</tr>
<tr>
<td>3443</td>
<td>HIST 2343-001</td>
<td>History of Capitalism</td>
<td>MWF</td>
<td>9:00-9:50</td>
<td>Guldi, Jo</td>
<td>Virtual</td>
</tr>
<tr>
<td>3450</td>
<td>HIST 2352-001</td>
<td>Greek Mythology and History</td>
<td>T/T</td>
<td>11:00-12:30</td>
<td>Dowling, Melissa</td>
<td>FOSC 153</td>
</tr>
<tr>
<td>3348</td>
<td>HIST 2365-001</td>
<td>Europe in the Modern World Renaissance - 1760</td>
<td>T/T</td>
<td>2:00-3:20</td>
<td>Wellman, Kathleen</td>
<td>Virtual</td>
</tr>
<tr>
<td>3451</td>
<td>HIST 2385-001</td>
<td>Latin America in Modern Era</td>
<td>MWF</td>
<td>3:00-3:50</td>
<td>Hernandez, Carlos</td>
<td>FOSC 153</td>
</tr>
<tr>
<td>3626</td>
<td>HIST 2392-001</td>
<td>Modern Africa</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Kelly, Jill</td>
<td>CARU 379</td>
</tr>
<tr>
<td>3343</td>
<td>HIST 3310-001</td>
<td>Problems in US History: Race/Poverty in US History</td>
<td>MWF</td>
<td>8:00-8:50</td>
<td>Zanoni, Amy</td>
<td>Virtual</td>
</tr>
<tr>
<td>5665</td>
<td>HIST 3310-002</td>
<td>Problems in American History: The Black Athlete</td>
<td>T/T</td>
<td>2:00-3:20</td>
<td>Hamilton, Kenneth</td>
<td>Virtual</td>
</tr>
<tr>
<td>3000</td>
<td>HIST 3314-001</td>
<td>African Amer. In US, 1877-Pres</td>
<td>T/T</td>
<td>9:30-10:50</td>
<td>Hamilton, Kenneth</td>
<td>Virtual</td>
</tr>
<tr>
<td>5460</td>
<td>HIST 3317-001H</td>
<td>Sexual Minorities/ Human Rights Before 1865</td>
<td>T/T</td>
<td>2:00-3:20</td>
<td>Doyle, David, Foerster, Maxime</td>
<td>HCSH 217</td>
</tr>
<tr>
<td>5463</td>
<td>HIST 3321-001</td>
<td>American Religious History Before 1865</td>
<td>MWF</td>
<td>9:00-9:50</td>
<td>Carté, Katherine</td>
<td>Dallas Hall 116</td>
</tr>
<tr>
<td>3658</td>
<td>HIST 3324-001</td>
<td>Mexican Americans: 1848 – Present</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Chavez, John</td>
<td>Virtual</td>
</tr>
<tr>
<td>5465</td>
<td>HIST 3334-001</td>
<td>France Since 1789</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Winnie, Laurence</td>
<td>FOSC 153</td>
</tr>
<tr>
<td>2598</td>
<td>HIST 3341-001</td>
<td>Soviet/Post-Soviet Society &amp; Politics</td>
<td>T/T</td>
<td>9:30-10:50</td>
<td>Orlovsky, Daniel</td>
<td>Virtual</td>
</tr>
<tr>
<td>5470</td>
<td>HIST 3351-001</td>
<td>History of Ancient Near East</td>
<td>T/T</td>
<td>2:00-3:20</td>
<td>Dowling, Melissa</td>
<td>HYER 110</td>
</tr>
<tr>
<td>5471</td>
<td>HIST 3359-001</td>
<td>Europe: Age of Reformation</td>
<td>MWF</td>
<td>3:00-3:50</td>
<td>Winnie, Laurence</td>
<td>HYER 110</td>
</tr>
<tr>
<td>5472</td>
<td>HIST 3363-001</td>
<td>The Holocaust</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Hochman, Erin</td>
<td>Virtual</td>
</tr>
<tr>
<td>5473</td>
<td>HIST 3368-001</td>
<td>Digital History</td>
<td>MWF</td>
<td>3:00-3:50</td>
<td>Guldi, Jo</td>
<td>Virtual</td>
</tr>
<tr>
<td>5474</td>
<td>HIST 3369-001</td>
<td>Colonial America</td>
<td>MWF</td>
<td>2:00-2:50</td>
<td>Carté, Katherine</td>
<td>HERY 153</td>
</tr>
<tr>
<td>CRN</td>
<td>COURSE</td>
<td>SECTION</td>
<td>TITLE</td>
<td>DAYS</td>
<td>TIME</td>
<td>INSTRUCTOR</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>3623</td>
<td>HIST 3370-001</td>
<td>T/T</td>
<td>The American Revolution</td>
<td>T/T</td>
<td>9:30-10:50</td>
<td>Countryman, Edward</td>
</tr>
<tr>
<td>5475</td>
<td>HIST 3382-001</td>
<td>MWF</td>
<td>History of Mexico</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Hernandez, Carlos</td>
</tr>
<tr>
<td>3395</td>
<td>HIST 4300-P22</td>
<td>T</td>
<td>Jr Seminar Research &amp; Writing</td>
<td>T</td>
<td>2:00-4:50</td>
<td>Countryman, Edward</td>
</tr>
<tr>
<td>3648</td>
<td>HIST 4300-P38</td>
<td>W</td>
<td>Jr Seminar Research &amp; Writing: Weimar Republic</td>
<td>W</td>
<td>3:00-5:50</td>
<td>Hochman, Erin</td>
</tr>
<tr>
<td>3370</td>
<td>HIST 4367-001</td>
<td>T/T</td>
<td>Russia from Kievan Era to 1881</td>
<td>T/T</td>
<td>2:00-3:20</td>
<td>Orlovsky, Daniel</td>
</tr>
<tr>
<td>3440</td>
<td>HIST 4390-P94</td>
<td>T</td>
<td>Senior Seminar China &amp; England in the Early Modern World</td>
<td>T</td>
<td>2:00-4:50</td>
<td>Keliher, Macabe</td>
</tr>
<tr>
<td>3628</td>
<td>HIST 4390-P10</td>
<td>W</td>
<td>Senior Seminar: Grand Strategy</td>
<td>W</td>
<td>3:00-5:50</td>
<td>Engel, Jeffrey</td>
</tr>
<tr>
<td>5476</td>
<td>HIST 6302-001</td>
<td>Th</td>
<td>Colloquium: American History 1812-1877</td>
<td>Th</td>
<td>2:00-4:50</td>
<td>McCrossen, Alexis</td>
</tr>
<tr>
<td>3697</td>
<td>HIST 6309-001</td>
<td>T</td>
<td>N. American Borderlands: Research</td>
<td>T</td>
<td>2:00-4:50</td>
<td>Foley, Neil</td>
</tr>
<tr>
<td>5477</td>
<td>HIST 6315-001</td>
<td>M</td>
<td>Global/Comparative History</td>
<td>M</td>
<td>2:00-4:50</td>
<td>Ates, Sabri</td>
</tr>
<tr>
<td>5478</td>
<td>HIST 6338-001</td>
<td>W</td>
<td>Problems in US History: Women and Gender</td>
<td>W</td>
<td>9:00-11:30</td>
<td>DeLuzio, Crista</td>
</tr>
</tbody>
</table>
# Spring 2020 Faculty Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabri Ates</td>
<td>214-768-2968</td>
<td>Dallas Hall 65</td>
<td><a href="mailto:Sates@smu.edu">Sates@smu.edu</a></td>
</tr>
<tr>
<td>Rachel Ball-Phillips</td>
<td>214-768-3808</td>
<td>Dallas Hall 17G</td>
<td><a href="mailto:Rmball@smu.edu">Rmball@smu.edu</a></td>
</tr>
<tr>
<td>Katherine Carté</td>
<td>214-768-2977</td>
<td>Dallas Hall 51</td>
<td><a href="mailto:Kengel@smu.edu">Kengel@smu.edu</a></td>
</tr>
<tr>
<td>John R. Chavez</td>
<td>214-768-2975</td>
<td>Dallas Hall 67</td>
<td><a href="mailto:Jchavez@smu.edu">Jchavez@smu.edu</a></td>
</tr>
<tr>
<td>Edward Countryman</td>
<td>214-768-2907</td>
<td>Dallas Hall 333</td>
<td><a href="mailto:Ecountry@smu.edu">Ecountry@smu.edu</a></td>
</tr>
<tr>
<td>Crista J. DeLuzio</td>
<td>214-768-3748</td>
<td>Dallas Hall 56</td>
<td><a href="mailto:Cdeluzio@smu.edu">Cdeluzio@smu.edu</a></td>
</tr>
<tr>
<td>Melissa Dowling</td>
<td>214-768-2976</td>
<td>Dallas Hall 356</td>
<td><a href="mailto:Mdowling@smu.edu">Mdowling@smu.edu</a></td>
</tr>
<tr>
<td>David Doyle</td>
<td>214-768-2813</td>
<td>Clements Hall G01B</td>
<td><a href="mailto:Ddoyle@smu.edu">Ddoyle@smu.edu</a></td>
</tr>
<tr>
<td>Johan Elverskog</td>
<td>214-768-4127</td>
<td>Hyer Hall 300B</td>
<td><a href="mailto:Johan@smu.edu">Johan@smu.edu</a></td>
</tr>
<tr>
<td>Jeffrey A. Engel</td>
<td>214-768-3973</td>
<td>Dallas Hall 318</td>
<td><a href="mailto:Jengel@smu.edu">Jengel@smu.edu</a></td>
</tr>
<tr>
<td>Neil Foley</td>
<td>214-768-3753</td>
<td>Dallas Hall 302</td>
<td><a href="mailto:Foleyn@smu.edu">Foleyn@smu.edu</a></td>
</tr>
<tr>
<td>Andrew R. Graybill</td>
<td>214-768-2709</td>
<td>Dallas Hall 338</td>
<td><a href="mailto:Agraybill@smu.edu">Agraybill@smu.edu</a></td>
</tr>
<tr>
<td>Jo Guldi</td>
<td>214-768-3744</td>
<td>Dallas Hall 60</td>
<td><a href="mailto:Jguldi@smu.edu">Jguldi@smu.edu</a></td>
</tr>
<tr>
<td>Rick Halperin</td>
<td>214-768-3284</td>
<td>Clements Hall 109</td>
<td><a href="mailto:Rhalper@smu.edu">Rhalper@smu.edu</a></td>
</tr>
<tr>
<td>Kenneth Hamilton</td>
<td>214-768-2889</td>
<td>Dallas Hall 52</td>
<td><a href="mailto:Kmarvin@smu.edu">Kmarvin@smu.edu</a></td>
</tr>
<tr>
<td>Carlos Hernandez</td>
<td>214-768-3615</td>
<td>Dallas Hall 58D</td>
<td><a href="mailto:Crhernandez@smu.edu">Crhernandez@smu.edu</a></td>
</tr>
<tr>
<td>Erin R. Hochman</td>
<td>214-768-3971</td>
<td>Dallas Hall 64</td>
<td><a href="mailto:Ehochman@smu.edu">Ehochman@smu.edu</a></td>
</tr>
<tr>
<td>Macabe Keliher</td>
<td>214-768-2998</td>
<td>Dallas Hall 59</td>
<td><a href="mailto:Macabe@smu.edu">Macabe@smu.edu</a></td>
</tr>
<tr>
<td>Jill E. Kelly</td>
<td>214-768-2971</td>
<td>Dallas Hall 55</td>
<td><a href="mailto:Jillk@smu.edu">Jillk@smu.edu</a></td>
</tr>
<tr>
<td>Thomas J. Knock</td>
<td>214-768-2972</td>
<td>Dallas Hall 77</td>
<td><a href="mailto:Tknock@smu.edu">Tknock@smu.edu</a></td>
</tr>
<tr>
<td>Bianca Lopez</td>
<td>214-768-3683</td>
<td>Dallas Hall 63</td>
<td><a href="mailto:Biancal@smu.edu">Biancal@smu.edu</a></td>
</tr>
<tr>
<td>Alexis M. McCrossen</td>
<td>214-768-3676</td>
<td>Dallas Hall 352</td>
<td><a href="mailto:Amcross@smu.edu">Amcross@smu.edu</a></td>
</tr>
<tr>
<td>Brandon Miller</td>
<td>214-768-4543</td>
<td>Clements Hall G02AD</td>
<td><a href="mailto:Bgmiller@smu.edu">Bgmiller@smu.edu</a></td>
</tr>
<tr>
<td>Daniel T. Orlovsky</td>
<td>214-768-3746</td>
<td>Dallas Hall 337</td>
<td><a href="mailto:Dorlovsk@smu.edu">Dorlovsk@smu.edu</a></td>
</tr>
<tr>
<td>Ariel Ron</td>
<td>214-768-4043</td>
<td>Dallas Hall 58C</td>
<td><a href="mailto:Aron@smu.edu">Aron@smu.edu</a></td>
</tr>
<tr>
<td>Kathleen A. Wellman</td>
<td>214-768-2970</td>
<td>Dallas Hall 328</td>
<td><a href="mailto:Kwellman@smu.edu">Kwellman@smu.edu</a></td>
</tr>
<tr>
<td>Laurence H. Winnie</td>
<td>214-768-2980</td>
<td>Dallas Hall 58B</td>
<td><a href="mailto:Lwinnie@smu.edu">Lwinnie@smu.edu</a></td>
</tr>
</tbody>
</table>
Undergraduate Program

The History Major

Within the minimum 122-semester-hour degree, 33 semester hours in history are required for the History major. Students must take at least six semester hours in each of the following three areas: (1) United States history, (2) European history, and (3) African, Asian, Latin American or Middle Eastern history. At least eighteen semester hours in courses at the 3000-4000 level are required for all majors, which includes two required courses, HIST 4300 and HIST 4390. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must be passed with a grade of C minus or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

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

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 or better. Students intending to take a minor in the department should design a program of study in consultation with the Director of Undergraduate Studies.

Internship Program

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

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

Academic Prizes for Undergraduates

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2020 Spring or Fall semesters are eligible for the 2020 Jacobus Junior Paper Prize in History, which will be awarded near the end of the Spring semester 2021. 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, and became a good friend to professors and students alike. We wish to honor Mr. Jacobus, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the prize will be selected from among junior research papers completed during the Spring and Fall semesters of 2020. Nominations are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, email the Department Chair, Professor Thomas Knock, at tknock@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

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

The Stanton Sharp Award for Outstanding Service and Academic Achievement

This award is named in honor of Stanton Sharp, the son of our exceedingly generous long-time benefactor, the late Ruth Sharp Altshuler and the former chairperson of the SMU Board of Trustees. For almost 30 years now the Sharp fund has enhanced faculty research and teaching in the History Department. The endowment has afforded all of us greater professional opportunities than otherwise would have been the case.
Undergraduate Courses

Introductory Topics in European History:
Renaissance Queens & Mistresses
Fulfills UC2012: Pillars/ Historical Context (Level 1)
UC 2012 and UC 2016: Proficiencies & Experiences: Writing; UC 2016 Breadth: Historical Contexts
CC: Historical Contexts, Writing

HIST 1322-001
Tuesday/Thursday 11:00am-12:20pm, Virtual
Professor Kathleen Wellman

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

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

The Kids Are Alright
Fulfills CC General Education, Breadth; Historical Contexts,
CC Graduation Requirements, Proficiencies & Experiences: Human Diversity; Writing

HIST 2306-001H
Tuesday/Thursday 12:30pm-1:50pm, Virtual
Team Instruction with Professors Crista DeLuzio (History) and Professor Bruce Levy (English)

The Kids Are Alright examines from historical, literary and other disciplinary perspectives key issues associated with American youth. The course explores childhood and adolescence as flexible demographic "constructs" that respond to—and reflect—historical change. Throughout the course, we will explore the ways in which children's experiences have been shaped by race, class, ethnicity, and gender. Issues examined include: child rearing, education, child labor, child welfare, children's rights, youth activism, leisure and play, sexuality, and consumerism.

Readings include: Steven Mintz, Huck's Raft: A History of American Childhood; Horatio Alger, Ragged Dick; Lynda Barry, One Hundred Demons; Stephen Crane, Maggie a Girl of the Streets; Frederick Douglass, Narrative of the Life of Frederick Douglass; James T. Farrell, Young Lonigan; Hannah Foster, The Coquette; Paule Marshall, Brown Girl, Brownstones; J.D. Salinger, The Catcher in the Rye.
Out of Many
History of the United States to 1877
Fulfills CC General Education, Breadth: Historical Contexts

HIST 2311-001
Monday/Wednesday/Friday, 1:00pm-1:50pm, 217 Harold Simmons Hall
Professor Andrew Graybill

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


HISTORY OF THE UNITED STATES SINCE 1877
Fulfills CC General Education, Breadth: Historical Contexts

HIST 2312-001
Monday/Wednesday/Friday 9:00AM-9:50, Virtual
Professor John Chávez

This course surveys the history of the United States from the end of Reconstruction to the present. We will study that history as the growth of empire - that is, the rise of the United States to the status of 'super power.' While focusing on imperialism, we will also examine the contrary tendencies toward isolationism and internationalism. Domestic economic, political, and social life will be analyzed in the light of U.S. international involvement. For example, we will study the effects of imperialism on the nation's changing population--how Indians, Puerto Ricans, and Vietnamese became American minorities as a result of U.S. imperial ambitions in the West, the Caribbean, and Southeast Asia, respectively. The course concludes with a look at the prospects for a 'new world order.' Classes include both lectures and discussions, as well as occasional films.

Readings include: John Mack Faragher et al., Out of Many: A History of the American People; William Bruce Wheeler, et al., Discovering the American Past: A Look at the Evidence; Kate L. Turabian, et al., A Manual for Writers of Term Papers, Theses, and Dissertations.
On the Edges of Empire  
India and Mexico/American Southwest  
No CC tags

HIST 2314-701  
Wednesday, 6:00pm-9:00pm, Virtual  
Professor Neil Foley and Dr. Rachel Ball-Phillips

Spanning the globe from the Americas to South Asia, this interdisciplinary course will examine the peripheries of empires. Rather than looking at the history of empires from the view of European powers (England and Spain), this course takes us to the places that were conquered in order to gain a broader understanding of how empire and colonialism worked, or failed to work, and ultimately what led these “edges of empires” to decolonize and gain independence (India and Mexico) – and, in the case of the American Southwest, become incorporated into another empire: the United States. This course provides an in-depth interdisciplinary study of the British colonization of India and the expansion of New Spain into the northern borderlands of present-day Mexico and the American Southwest. Using film/visual culture in addition to historical texts, we will explore common themes of colonial ideologies, class/caste and gender formations, legal and economic systems, emerging regional and national identities, religious cultures and other topics from the eighteenth century to present.


Modern China  
Fulfills CC General Education, Breadth: Historical Contexts

HIST 2315-001  
Tuesday/Thursday, 9:30am-10:50am, 110 Hyer Hall  
Professor Macabe Keliher

This course explores the social, political, and economic organization of life in modern China. Taking as its focus the changes and transformations in the long nineteenth century (1750-1949), students will engage key issues including the Qing conquest, European imperialism, economic modernization, women’s rights, and the rise of communism. No prior knowledge of Chinese history is assumed or required.

Readings include: Elliott, Emperor Qianlong; Kuhn, Origins of the Modern Chinese State, Snow, Red Star over China.
US Sports History
This course is restricted to students in the University Honors Program.
Fulfills CC General Education, Breadth: Historical Contexts
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016 Breadth: Historical Contexts

HIST 2337-001H
Tuesday/Thursday, 11:00am-12:20pm, Virtual
Professor Alexis McCrossen

This course presents an overview of the development of amateur and professional athletics during the nineteenth and twentieth centuries in the United States. It considers the social, cultural, and business history of sport in the United States. Class meetings will include sports history lectures (often illustrated), the screening of sport documentaries, guided discussions, and student presentations.

Readings include: Richard Davies, Sports in American Life (3rd edition).

Environment, Technology, and Capitalism in Britain and the World
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Global Perspectives; Writing

HIST 2343-001
Monday/Wednesday/Friday, 9:00am-9:50am, Virtual
Professor Jo Guldi

Britain’s experience of modernity laid out a template that many other nations would follow in the centuries to come, one that paired democracy with intensified technology, urbanization, and industrialization, with the result of opening up multiple contradictions for government: the eruption of unprecedented poverty, social exclusion, and racial exploitation. This course will ask what Britain contributed to a world, highlighting both its intellectual contributions as well as the experience of modernity marked by environmental disasters, famines, and evictions.

This course surveys the history of Britain’s transition from village communalism to plantation systems to state provision of infrastructure, free-market capitalism, the development of empire, and the rise of modern cities. Themes will include the rise of modern property rights, cartography, engineering, and radical anti-capitalist movements. Students will explore a wide range of different approaches to history, including social and cultural history, the history of technology, the intellectual history of economic thought, the impact of empire on the environment, the evolution of modern democracies and other political systems, and the history of art, architecture, and cartography.

Readings include: Adam Smith, The Wealth of Nations; John Bunyan, Pilgrim’s Progress; and Louis Mumford, Technics and History.
**Greek Mythology and History**  
Fulfills CC General Education, Breadth: Historical Contexts  
CC Graduation Requirements, Proficiencies & Experiences: Writing  
UC Breadth/Historical Contexts, Proficiencies: Writing

**HIST 2352-001**  
Tuesday/Thursday, 11:00am-12:20pm, 153 Fondren Science  
Professor Melissa Dowling

This course offers an introduction to Greek mythology through great works of ancient literature set in the context of Greek history. Mythologies of all cultures are not static entities; they are molded and adapted as artists, authors and audiences face new challenges and raise new questions. The poems and plays of Archaic and Classical Greece framed the myths in the forms we know them today. We will examine how and why Greek authors refashioned the important myths of their culture. Beginning with Homer, Greek myths explored the human inclination to war and competition, the quest for glory and immortality, and the equal needs for peace and reconciliation. Aeschylus balanced divine and human law. Euripides asked how one recognizes a god in one's midst. Sophocles investigated the dangers and the freedoms of the new democratic state. Aristophanes poked fun at the great Athenian statesmen and at the gods themselves. From the beginnings of Greek literature to Roman conquest, the most important questions of human life were asked in the form of myth. We will read and analyze these works in order to understand the ways in which the Greeks saw their world and to understand why these stories remain the core of the Western tradition.

**Readings include:**  
Homer, *Iliad* and *Odyssey*;  
Hesiod, *Theogony* and *Works and Days*;  
Aeschylus, *The Oresteia*; Euripides, selected plays;  

---

**Europe in the Modern World, Renaissance To 1760**  
Fulfills CC General Education, Breadth: Historical Contexts  
Fulfills UC2012: Pillars: Historical Contexts (Level 1); UC2016: Breadth/Historical Contexts

**HIST 2365-001**  
Tuesday/Thursday 2:00pm-3:20pm, Virtual  
Professor Kathleen Wellman

An introductory survey of the development of European civilization from the Renaissance through the Enlightenment, including the impact of the reformation and the voyages of discovery, the emergence of early modern capitalism and European state system. Special attention will be paid to social conditions, popular culture, and the evolution of arts and sciences. The course will focus on the significant intellectual and cultural movements of the period, including the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment.

**Readings include:**  

---

11
When most people in the United States think about Latin America, they often imagine the region in exoticized terms. Machu Picchu, Punta Cana, the Galápagos Islands, the Amazon rainforest, Cuban cigars...you get the picture. To most people in the United States (Does that include Puerto Ricans?), ‘Latin America’ is at once seemingly familiar and strangely foreign. Yet, as both a concept and region, Latin America is inherently diverse. This course invites us to examine that historical and contemporary diversity. Topics include a brief overview of the colonial period, the Haitian revolution and Latin America’s transition to independence, nineteenth-century comparisons between Brazil and Spanish America, the legacies of race and slavery, shifting conceptions of gender and citizenship across the nineteenth and twentieth centuries, revolutionary socialisms in the twentieth century, US imperialism and Cold War dictatorships, human rights and the so-called transition to democratization, and resurgent leftist and rightist movements today.

Readings include: primary sources in translation as well as occasional scholarly articles, all readings will be in course archive in Canvas.

Modern Africa
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Human diversity: Global Perspectives
Fulfills UC2016 Breadth/Historical Contexts: Human Diversity; Global Engagement

Although colonialism and the Cold War constitute two major epochs in Modern African history, neither lasted for more than one hundred years in most parts of Africa. Yet as brief as they were, colonialism and the politics of the Cold War left lasting legacies on the continent. This course will be divided roughly into three units in order to examine colonialism in Africa, the emergence of independent African nation-states in the midst of the Cold War, and the effects of these on contemporary Africa. Because the experiences of Africans are so diverse, for each unit we will draw on case studies from North, West, East, and Southern Africa to highlight such themes as: commerce, colonialism, race and racism, gender, religion, resistance, sports, music, and nationalism. We will read African accounts, including fiction, autobiographies, and political speeches, in order to better understand and appreciate African cultures and ways of thinking, as well as secondary sources.

Human Rights: America’s Dilemma
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Community Engagement; Writing
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts UC2012
UC2016: Proficiencies & Experiences/Writing/Community Engagement

HIST 3301-701C (Co-listed with HRTS 3301-701C)
Tuesday 6:30pm-9:20pm, Virtual
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: Rebecca Cook, Human Rights for Women; Dee Brown, Bury my Heart at Wounded Knee; John T. Parry, Understanding Torture: Law, Violence, and Political Identity; Henry Friedlander, Origins of Nazi Genocide; Ben Kiernan, Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor; Samantha Power, A Problem From Hell: America and Age of Genocide.

HIST 3301-702C (Co-listed with HRTS 3301-702C)
Wednesday 6:30pm-9:20pm, Virtual
Professor Rick Halperin

The History of Inequality
Race, Gender, and Poverty in the 20th Century United States
Fulfills CC General Education, Breadth: Historical Contexts
Fulfills UC2012: Pillars/ Historical Contexts (Level 2) UC2016: Breadth/ Historical Contexts

HIST 3310-001
Monday/Wednesday/Friday, 8:00am-8:50am, Virtual
Dr. Amy Zanoni

The stark inequalities we see in the present-day United States have a long history. This course maps that history across the long twentieth century. We will examine the social policies that have variously addressed and entrenched raced, gendered, and classed inequalities, from the nineteenth-century poor house and Freedmen’s Bureau through the 1996 termination of “welfare as we know it.” We will explore the diverse social movements that mobilized for economic and social justice and impacted policy in turn, including, for example, the Unemployed Councils of the 1930s, the welfare rights movement of the 1960s and 1970s, and the ever-changing labor movement. We will also consider the lived experiences of poverty in the U.S. through the analysis of primary sources including literature and film. Key themes include citizenship; the key role that cities and states have played in administering public assistance and other programs; the slippery boundary between social welfare and social control in U.S. history; and change and continuity over time.

Problems in American History: The Black Athlete
Fulfills CC General Education, Breadth: Historical Contexts
Fulfills UC2012: Pillars/ Historical Contexts (Level 2) UC2016: Breadth/ Historical Contexts

HIST 3310-002
Tuesday/Thursday 2:00pm-2:50pm, Virtual
Professor Kenneth Hamilton

This is a historical survey of the experiences of African American collegiate and professional athletes. Sports in the United States, like most places in the world, is a most important aspect of society.

Students in History 3310 will secure a basic biographic knowledge of some of the more notable post-Civil War black collegiate and professional athletes. They will also gain a rudimentary historical understanding of the role that Americans’ race consciousness has played in the shaping of post-Civil War collegiate and professional sport history. Students will, moreover, gain an understanding of how the Modern-Day Civil Rights Movement, and the news media have motivated African American Athletes, and their supporters, to attempt to make collegiate and professional sporting contests much more than just entertaining events.


African Americans in the US, 1877-Present
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Human Diversity
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts
UC2012, UC2016: Proficiencies & Experiences/Human Diversity

HIST 3314-001
Tuesday/Thursday, 9:30am-10:50am, Virtual
Professor Kenneth Hamilton

The purpose of this course is to study the experience of African Americans in the United States from 1877 to present. In conceptualizing African-American history since 1877, particular attention will be given to the promise and disillusion of the post-Civil War period, African-American leadership ideologies, the influence of mass migrations, the impact of the Great Depression and two world wars on African-American life, the urban African American movement, the quest for equality in the 1950’s, and culminating with the Civil Rights Movement in the 1960’s and the flowering of African-American culture and nationalism.

Readings include: Deborah Gray White, Freedom on My Mind; Mark R. Schneider, African Americans in the Jazz Age.
Persecution to Affirmation: Sexual Minorities & Human Rights
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing; Human Diversity, Global Perspectives
UC 2016: History, Social and Behavioral Sciences, Ways of Knowing

HIST/HRTS 3317-001H
Tuesday/Thursday, 2:00pm-3:20pm, 213 Harold Simmons Hall
Dr. David Doyle (History), Dr. Maxime Foerster (World Languages: French)

The focus of this class will be issues of gender and sexuality across time and place. The progression of course will begin with readings on the modern human rights movement and its basic components. We will then move to a series of comparative readings that examine how sexuality and sexual orientation and gender “slippage” have been understood in different parts of the world over time and continue to be today. These ‘case studies’, while necessarily limited in scope, will begin to illustrate for the student just how differently those with same sex attractions or gender bending have been understood—and treated—across time and place. In an effort to illustrate people’s real agency in the face of adversity, cruelty, and discrimination the readings will not focus entirely on oppression, but will also detail how the human spirit manages to innovate and adapt.

Readings include: Janet Mock, Redefining Realness; Dorothy Allison, Bastard out of Carolina; David Halperin and Trevor Hoppe, Editors, The War on Sex; Trevor Hoppe, Punishing Disease: HIV and the Criminalization of Sickness; Andrew Israel Ross, Public City/Public Sex: Homosexuality, Prostitution, and Urban Culture in Nineteenth Century Paris; Siddharth Dube, An Indefinite Sentence: A Personal History of Outlawed Love and Sex; Abdellah Taia, Salvation Army

American Religious History to 1865
Fulfills CC General Education, Breadth: Philosophical, Religious & Ethical Inquiry
CC Graduation Requirements, Proficiencies & Experiences: Human Diversity

HIST 3321-001
Monday/Wednesday/Friday, 9:00am-9:50am, 116 Dallas Hall
Professor Katherine Carté

The United States has been described as a “nation with the soul of a church,” yet, as the Supreme Court rules on the placement of the “Ten Commandments” and the country struggles with ever greater religious diversity, the place of religion in American life is both fascinating and complicated. This was no less true in the past than in the present, and religious issues have played a central role in American history since the first days of colonization.

This class will use biography to investigate key aspects of early American religious history, delving into the complex stories that make up the faith of a nation.

Readings include: Ann Little: The Many Captivities of Esther Wheelwright; Jon Sensbach: Rebecca’s Revival; Angela Pulley Hudson: Real Native Genius: How an Ex-Slave and a White Mormon Became Famous Indians.
The Mexican Americans, 1848 to the Present
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing, Human Diversity
Fulfills UC2016 Breadth/Pillar: Historical Contexts (Level 2)

HIST 3324-001
Monday/Wednesday/Friday, 11:00am-11:50am, Virtual
Professor John Chávez

Stressing the indigenous background of ethnic Mexicans in the Southwest, this course surveys their history from pre-contact times to the present. Emphasis is placed on events since 1848 when the Treaty of Guadalupe Hidalgo, ending the war between the United States and Mexico, created the Mexican-American minority. The major theme of the course is the Chicano perception of the Southwest as a lost land and how that perception has affected the history of ethnic Mexicans. Although each class session generally includes a lecture, discussion is strongly encouraged. Occasionally, the class will watch relevant documentaries on video.

Readings include: Neil Foley, Mexicans in the Making of America; Zaragosa Vargas, ed., Major Problems in Mexican American History; Kate L. Turabian, et al., A Manual for Writers of Term Papers, Theses, and Dissertations; two other books individually assigned.

France Since 1789
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Global Perspectives

HIST 3334-001
Monday/Wednesday/Friday, 11:00am-11:50am, 153 Fondren Science
Professor Laurence Winnie

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

Readings include: Gordon Wright, France in Modern Times; Timothy Tackett, Becoming a Revolutionary; David Pinkney, Napoleon III and the Rebuilding of Paris; Philip Nord, The Republican Moment; Jerrold Siegel, Bohemian Paris; Jean-Jacques Becker, The Great War and the French People.
Soviet/Post-Soviet Politics and Society, 1917-Present
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Global Perspectives
Fulfills UC2012: Pillars/Institutions & Cultures (Level 2)/Historical Contexts (Level 2)
UC2016: Breadth/Historical Contexts, UC2012 and UC2016: Proficiencies & Experiences/Global Engagement

HIST 3341-001
Tuesday/Thursday, 9:30am-10:50am, Virtual
Professor Daniel Orlovsky

The course is a general introduction to the history of the Soviet Union and its successor states. There are no prerequisites. The focus is on Soviet/Russian/Eurasian societies and domestic politics and their relationship to culture, ideologies and institutions. There will also be material on foreign policy. Students will be required to take a written final examination, write a short essay (6-8 pages) on required course reading (topics distributed in class). We are going to attempt to connect Soviet history to the unfolding events within the former Soviet Union, with special attention to the problems of building "democracy," a "market economy" and a new national identity in Russia under the Yeltsin, Putin and Medvedev Regimes, and the now independent states of Ukraine, the Baltics, Central Asia and the Caucasus.

Readings include: A. Garrels, Putin Country; Robert Service, History of Soviet Union; Stephen Kotkin, Armageddon Averted; Stephen Kotkin, Magnetic Mountain; David Remnick, Lenin's Tomb: The Last Days of the Soviet Empire; John Scott, Behind the Urals; S. Fitzpatrick and Yu Slezeke, eds., In the Shadow of Revolution: Life Stories of Russian Women from 1917 to the Second World War; W. Rosenberg, ed., Bolshevik Visions; L. Sigelbaum and A. Sokolov, Stalinism as a Way of Life; Yu Trifonov, House on the Embankment; Clarence Brown, The Portable Twentieth Century Russian Reader.

History of the Ancient Near East
Fulfills CC General Education, Breadth: Historical Contexts

HIST 3351-001
Tuesday/Thursday, 2:00pm-3:20pm, 110 Hyer Hall
Professor Melissa Dowling

Introduction to the history, literature, art and archaeology of the ancient Near East (the modern Middle East and Turkey), from the origins of writing to conquest by Alexander the Great. We will examine the origin of the first cities, including the building of ziggurats and the evidence for human sacrifice, and read the world's earliest literature, from the first Mesopotamian creation myths to the epic of Gilgamesh. We will study the first legal systems, including the Code of Hammurabi, and the beginnings of ancient science, astronomy and mathematics. We will trace the development of warfare, from the stone mace to the Assyrians' professional armies and siege technology. The emergence of Hebrew language and texts, the first kingdom of Israel, and the origins of Judaism will help connect this diverse and rich history to our modern world.

Europe in the Age of the Reformation
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing
Fulfills UC Pillars: UC2012: Pillars/Historical Contexts (Level 2); UC2012: Pillars/Philosophical/Religious/Ethical Inquiry (Level 2)
UC2016: Breadth/Historical Contexts, Depth/Humanities & Fine Arts; UC2012 and UC2016: Proficiencies & Experiences/Writing

HIST 3359-001
Monday/Wednesday/Friday, 3:00pm-3:50pm, 110 Hyer Hall
Professor Laurence Winnie

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

Readings include: Jean Calvin, Institutes, and Reply to Sadoleto; Desiderius Erasmus, On the Free Will; Documents from the English Reformation and the Dissolution of the Monasteries; Bartolome de Las Casas, In Defense of the Indians; Carter Lindberg, The European Reformations; Martin Luther, On the Enslaved Will.

The Holocaust
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing
UC 2016 Breadth/ Historical Contexts Proficiencies & Experiences: Writing

HIST 3363-001C
Monday/Wednesday/Friday, 11:00am-11:50am, Virtual
Professor Erin Hochman

How can we explain the systematic persecution and murder of Europe’s Jewish population and other groups deemed to be racially inferior by the Nazi regime? Through both primary and secondary sources, we will seek to answer this vexing question by examining the ideas, people, institutions, and events that led to the Holocaust. Among the topics that we will explore over the course of the semester are the roots of European antisemitism and racism; the Nazis’ rise to power; the Nazi regime’s racial and eugenic policies; the origins and implementation of the Final Solution; the motivations and actions of perpetrators, collaborators, and bystanders; the responses of Jews, Roma and Sinti, and others to persecution; the possibilities for resistance; the memory and memorialization of the Holocaust in the postwar period; and the troubling resurgence of neo-Nazism, white supremacy, and antisemitism today.

Readings include: Doris Bergen, War and Genocide: A Concise History of the Holocaust; Donald Niewyk (ed.), The Holocaust: Problems and Perspectives of Interpretation; Robert Moeller, The Nazi State and German Society; Ruth Kluger, Still Alive: A Holocaust Girlhood Remembered; Gitta Sereny, Into That Darkness: An Examination of Conscience; additional primary and secondary sources available online.
Digital History: Text Mining
Fulfills CC General Education, Breadth: Historical Contexts

HIST 3368-001
Monday/Wednesday/Friday, 3:00pm-3:50pm, Virtual
Professor Jo Guldi

Computer-powered methods are changing the way that we access information about society. New methods help us to detect change over time, to identify influential figures, and to name turning points. What happens when we apply these tools to a million congressional debates or tweets? This course, which is appropriate to both computationalists as well as those with a background in the humanities (but not code), will teach students how to analyze texts and data for evidence of change over time. This course is an introduction to the cutting-edge methodologies of textual analysis that are transforming the humanities today.

Readings include: David Hackett Fischer, Historians’ Fallacies; Karl Popper, The Poverty of Historicism; Ernst Cassirer, The Philosophy of Symbolic Form.

Colonial America
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing

HIST 3369-001
Monday/Wednesday/Friday, 2:00pm-2:50pm, 153 Heroy Hall
Professor Katherine Carté

One hundred sixty-eight years passed between the founding of Jamestown, Virginia, and the first shot of the American Revolution. During this rich and exciting period of history, three different peoples—Europeans, Africans, and Native Americans—each complex in its own right, came together to create many new “American” societies. From New England to the Lower South, Philadelphia to the Mississippi Valley, colonists, natives, and slaves found different solutions to life’s challenges: supplying their daily needs, organizing governments, dealing with each other, and communicating with God.

This course will introduce that past, the foundation of the world in which we live today. The best way to learn about lives from history is to read the documents people left behind. This semester we will therefore spend much of our time discussing primary sources—the record historians use to reconstruct the past. In addition, we will also investigate the varying ways historians interpret those sources, through the reading of influential historical essays. Taken together, these sources offer students the chance to investigate both history and historical method.

Readings include: Karen Kupperman (ed), Major Problems in American Colonial History, and additional articles and primary sources posted on Canvas.
The American Revolution
Fulfills CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing
Fulfills UC2012 Pillars/Historical Contexts (Level 2), UC2016 Breadth/Historical Contexts,
UC 2012 & 2016 Proficiencies & Experiences/Human Diversity, Writing
CC: Historical Contexts, Writing

HIST 3370-001
Tuesday/Thursday, 3:30pm-4:50pm, Virtual
Professor Edward Countryman

How did an empire that had just won the world collapse into political rubble? How did an almost technical and very British question about taxation expose deep faults within the question of being British outside “the Realm?” How did those questions prove to have no solution within the existing system? This course will ask such questions, and more. The revolution was a time of crisis, fear, hope, achievement, failure, and raising new problems. It touched and transformed everything and everybody in eastern North America. So, what did it mean for Native Americans living in and controlling the vast space south of the Great Lakes and east of the Mississippi? During the revolutionary era, slavery changed from more-or-less a fact of life into a problem that would not go away among Britons, white colonists, and most of all black people who found a serious chance for freeing themselves. Endless warfare about America broke out in 1754 and did not really end until 1794. The Revolution created a space called the United States, an American identity and “people” within that space, and institutions of power for that people to use their space and all the people within it. How did these happen? We’ll ask such questions all the way through. I’m asking them myself in my current project and will share my ideas with you.

Readings include: Alan Taylor’s American Revolutions, which is the newest account, and Edmund S. Morgan’s The Birth of the Republic. The rest of our readings will be on Canvas.

History of Mexico
Fulfills CC General Education, Breadth: Historical Contexts

HIST 3382-001
Monday/Wednesday/Friday, 10:00am-10:50am, 113 Jenkins Hall
Dr. Carlos Hernandez

When most Americans north of the U.S.-Mexico border think about their southern neighbors, they generally picture tacos, tequila, or Corona. They might also think about beach resorts, narcoviolence, or US trade and immigration policies. Far less often do they think about Mexico’s history, politics, or global presence. Drawing on a combination of primary and secondary sources (both in English), this course argues that there are—and always have been—many Mexicos. We will therefore consider the history of Mexico’s present on its own terms. Topics include Mesoamerica, Spanish colonialism, independence, the 1846 US invasion of Mexico, nineteenth-century agrarian and religious conflicts, the causes and consequences of Mexico’s famed 1910 revolution, the subsequent consolidation of a one-party state, the so-called “Mexican miracle” of the 1940s-60s, the neoliberal turn of the 1980s, and contemporary struggles for social, racial, and gender equality amid formal attempts at democratization.

Readings include: Joseph, Gilbert and Timothy Henderson, The Mexico Reader: History, Culture, Politics.
In 1776 the Declaration of Independence proclaimed the “self-evident” truths that “all men are created equal . . . Enowed by their creator with certain unalienable rights [including] life, liberty and the pursuit of happiness.” It also announced that “to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.” In 1787, the men Americans honor as “the founders” announced their intention “to secure the blessings of liberty for ourselves and our posterity.” The result was inspiring in their time. Composer Wolfgang Amadeus Mozart in distant Vienna wrote “the American thesis,” that humanity did not have to be as it found itself, into three of his great operas. The language was inspiring. It still is. But on July 5, 1852, Black Abolitionist Frederick Douglass asked in fierce anger “what to the slave is the fourth of July?” Native Americans and Black people learned that the Supreme Court and American law offered them no protection. What then did American freedom come to mean as the Republic took form? We’ll explore that question, first with a series of shared readings over about six weeks and then with individual explorations.

Readings include: The New York Times 1619 Project; the Declaration of Independence in both the Jefferson and final drafts; Jefferson, Thomas, Notes on the State of Virginia; Allen, Danielle, Our Declaration; and primary sources.

The Weimar Republic emerged following a destructive war and the collapse of Imperial Germany. Its founders had to contend with bitterness about defeat in the First World War, hatred of the Treaty of Versailles, political violence, and economic turmoil. Yet its inauspicious beginnings did not doom Germany’s first experiment with democracy to failure or make the rise of the Nazis inevitable. As we will see, the Weimar Republic had enormous potential. The republic not only had one of the most democratic and progressive constitutions in the world at that time, but also provided the space for Germans to experiment with the arts, experience sexual liberation, and adopt innovative technologies. While numerous Germans embraced these political, cultural, and social transformations, there was a backlash against them as well. Conservatives felt threatened by these upheavals and wished for a restoration of traditional values. New right-wing groups, such as the Nazis, rejected these progressive developments, but saw the postwar turmoil as an opportunity to create an entirely new political system based on a dictator and racist thinking. On the far left, communists also scorned the new postwar order, arguing that the revolution after the Great War had not gone far enough. Exploring these tensions and extremes, students will write a 25-page research paper on a topic of their own choosing related to the Weimar era.

**Russia From Kievan Era to 1881**
No UC or CC tags

**HIST-4367-001**
Tuesday/Thursday, 2:00-3:20pm, Virtual
Professor Daniel Orlovsky

Survey of Russian history from the earliest origins in east Slavic territory to the Great Reforms of Alexander II and their immediate aftermath. Considers political and social history, empire and foreign policy as well as landmarks of Russian Culture.


**Senior Seminar: Grand Strategy**
Fulfills UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2) UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No CC tags

**HIST-4390-P10**
Wednesday, 3:00pm-5:50pm, 101 Dallas Hall
Professor Jeffrey Engel

This course episodically examines the evolution of grand strategic thinking from classical times to the 20th century, concluding with a focus on the evolution of American strategic thinking. If strategy is the application of means to possible ends, this course examines strategies developed on the largest scales possible. The fates of nations, of civilizations, of entire international systems will be our focus, as will be the leaders who fashioned and altered the development of that international system since antiquity. This course is designed for students of international relations and diplomacy, and for anyone interested in the conjunction of strategy, conditions, and goals.

Senior Seminar: China & England in the Early Modern World
Fulfills UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2) UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No CC tags

HIST-4390-P94
Tuesday, 2:00pm-4:50pm, 107 Hyer Hall
Professor Macabe Keliher

Why did the industrial revolution happen in England and not China? Focusing on the logic of Chinese and English societies in the early modern period this course delves into the fundamental question of the origins of the modern world. Noting a divergence between the two societies in 1800 the course asks what factors led to development and ultimately historical; in doing so it looks beyond economics to also take into account gender, religion, social organization, and attitudes towards technology. Topics include agrarian and merchant capitalism, sugar production, Protestantism and Confucianism, technological innovation, the civil examination system, and the social role of women.

Graduate Courses

Colloquium: American History 1812-1877

HIST 6302-001
Thursday, 2:00pm-4:50pm, Virtual
Professor Alexis McCrossen

This graduate-level seminar is designed to prepare masters and doctoral students for qualifying examination, to write theses, and to teach about the period between the War of 1812 and the end of Reconstruction. To this end students will read and dissect major works concerning the period. The reading list mixes classics, such as David Walker Howe’s *What Hath God Wrought?* And more recent works, such as Amy Murrell Tyler’s *Embattled Freedom*. It does not include works concerning Native Americans, the West, and the borderlands, since other required graduate courses at SMU focus exclusively on these areas. Students will prepare a review essay and an illustrated presentation as well as major paper about a period novel, memoir, autobiography, or exposé, such as *Narrative of the Life of Frederick Douglass* and Herman Melville’s *The Confidence Man*.

Readings include: Tyler, Amy Murrell, *Embattled Freedom*; Douglass, Frederick, *Narrative of the Life of Frederick Douglass, an American Slave*; Melville, Herman, *The Confidence Man*.

North American Borderlands: Research

HIST 6309-001
Tuesday, 2:00pm-4:50pm, Virtual
Professor Neil Foley

This research course is designed for graduate students to conduct primary research and prepare a paper in their area of interest, paying particular attention to the intersectionality of ethnicity/race, gender, class, sexuality, and religion in addressing questions of citizenship and (trans)national identity in regional, national, or global context. We will explore the ways in which custom, culture, politics, religion, immigration, and law shape national and transnational identities based on changing concepts of citizenship, racial formations, and patterns of regional and global migration. Students prepare a 30-35 page research paper based on primary sources, write short response papers to the readings, and spend the remaining weeks conducting research and meeting individually with the instructor. During the final two weeks of the semester students “workshop” paper drafts and provide detailed feedback to each other’s manuscripts before submitting them at semester’s end.
Global/Comparative History

HIST 6315-001
Monday, 2:00pm-4:50pm, Virtual
Professor Sabri Ates

This graduate colloquium is designed to introduce graduate students to some of the historical thinking and writing. The readings are organized in biweekly pairs. The first week of each pair offers an important theoretical and/or conceptual historical framework. The second week presents a monograph that draws upon the previous week’s framework, and applies it in innovative ways to a particular subject or locale. The choice of monographs aims to explore a variety of influential methodologies, conceptual frameworks, and theoretical constructs that have guided historical profession in recent decades, including, but not limited to: the Annales School, world system and dependency theories, subaltern studies, history from below/social history/moral economy, post-colonial studies, and comparative methods. Aside from weekly response papers, each student will be asked to produce a book review of maximum 1500 words, and write a research paper that situates itself within one of the historiographical traditions covered.


Problems in US History: Women and Gender

HIST 6338-001
Wednesday, 9:00am-11:50am, Virtual
Professor Crista DeLuzio

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

Courses Requiring Department Approval
(For approval, see Graduate Director)

HIST 6049-001  Grad Full Time  Chavez
HIST 6398-P22  Thesis  Advisor Arranged
HIST 6398-P43  Thesis  Advisor Arranged
HIST 6399-P22  Thesis  Advisor Arranged
HIST 7000-P10  Teacher Preparation  Advisor Arranged
HIST 8049-001  Grad Full Time PHD  Chavez
HIST 8398-P27  Dissertation PHD  Advisor Arranged

History Faculty

P04 Sabri Ates  Associate Professor; Director of Undergraduate Studies
P88 Rachel Ball-Phillips  Adjunct Lecturer; Director of President's Scholars Program
P12 Katherine Carté  Associate Professor
P15 John R. Chávez  Professor; Director of Graduate Studies
P22 Edward F. Countryman  University Distinguished Professor
P24 Crista J. DeLuzio  Associate Professor; Altshuler Distinguished Teaching Professor
P26 Melissa Barden Dowling  Associate Professor; Altshuler Distinguished Teaching Professor
        Director of Classical Studies
P86 David D. Doyle, Jr.  Adjunct Assistant Professor; Director of the University Honors Program
P10 Jeffrey A. Engel  Professor, Director, Center for Presidential History
P27 Neil Foley  Dedman Chair in History; Clements Center for SW Studies
P85 Brian Franklin  Adjunct Lecturer; Associate Director, Center for Presidential History
P28 Andrew R. Graybill  Professor, Director, Clements Center for SW Studies
P03 Jo Guldi  Associate Professor
P33 Rick Halperin  Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P95 Carlos Hernandez  Pye Visiting Assistant Professor
P38 Erin R. Hochman  Associate Professor
P94 Macabe Keliher  Assistant Professor
P41 Jill E. Kelly  Associate Professor, Altshuler Distinguished Teaching Professor
P43 Thomas J. Knock  Professor; Department Chair; Altshuler Distinguished Teaching Professor
P87 Bianca Lopez  Assistant Professor
P50 Alexis M. Mccrossen  Professor
P96 Brandon Miller  Adjunct Lecturer, Associate Director of the University Honors Program
P80 Daniel T. Orlovsky  Professor; Bouhe Research Fellow in Russian Studies
P02 Ariel Ron  Assistant Professor
P93 Kathleen A. Wellman  Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor
P84 Laurence H. Winnie  Senior Lecturer
"How much more history is there?!"