

# **Take History**

# **Make History**



**Fall 2023**

William P. Clements Dept. of History

# Fall 2023 HISTORY COURSE SCHEDULE

Class #	Subj/Class/Sect.	Course Title	Day	Time	Instructor	Room
5113	HIST 1311-001	Western Civilization to 1527	MWF	10:00-10:50 am	Lopez, Bianca	132 DLSB
3222	HIST 1321-001	Introductory Topics/Amer Hist US Presidents at War	MWF	10:00-10:50 am	Engel, Jeffrey	306 DH
5098	HIST 1321-002H	Introductory Topics/Amer Hist The US and the Vietnam War	T	2:00-4:50 pm	Knock, Thomas	70 DH
5124	HIST 1322-001H	Introductory Topics/Europe Renaissance Queens & Mistresses	Tu/Th	12:30-1:50 pm	Wellman, Kathleen	155 FOSC
3503	HIST 2311-001	Out of Many: US History to 1877	MWF	10:00-10:50 am	Graybill, Andrew	201 Hyer
5126	HIST 2312-001	Unfinished Nation: US 1877-Pres	Tu/Th	9:30-10:50 am	Knock, Thomas	115 DH
8353	HIST 2350-001	Medieval World: 306-1095	MWF	12-12:50 pm	Lopez, Bianca	132 DH
3124	HIST 2379-001	A History of Islamic States	MWF	1:00-1:50 pm	Ates, Sabri	132 DLSB
2394	HIST 3301-701C	Human Rights America's Dilemma	T	6:30-9:20 pm	Halperin, Rick	120 Clem
3626	HIST 3301-702C	Human Rights America's Dilemma	W	6:30-9:20 pm	Halperin, Rick	120 Clem
5700	HIST 3310-001	Problems in American History: Slavery, Prisons, Mass Incarceration	Tu/Th	11:00-12:20 pm	Levy, Carolyn	325 Clem
5940	HIST 3310-002H	Problems in American History: Nativism & Racial Nationalism	Tu/Th	2:00-3:20 pm	Foley, Neil	343 DH
5120	HIST 3313-001	African America in US 1607-1877	Tu/Th	9:30-10:50 am	Hamilton, Ken	110 Jenkins
5183	HIST 3317-001H	Sexual Minorities/Human Rights	Tu/Th	2:00-3:20 pm	Doyle, David Foerster, Maxime	203 Owen Fine Arts
3629	HIST 3347-001	Civil War and Reconstruction	MWF	10:00-10:50 am	Ron, Ariel	207 HCSH
5114	HIST 3359-001	Europe in the Age of Reformation	MWF	11:00-11:50 am	Winnie, Laurence	157 DH
5117	HIST 3364-001	History of Consumer Culture in the US	Tu/Th	2:00-3:20 pm	McCrossen, Alexis	357 DH
3602	HIST 3369-001	Colonial America	Tu/Th	2:00-3:20 pm	Carté, Katherine	142 DH
5123	HIST 3381-001	First World War and Its Impact	Tu/Th	11:00-12:20 pm	Hochman, Erin	106 Hyer
3031	HIST 3390-001	Modern Middle East 1914-Present	MWF	3:00-3:50 pm	Ates, Sabri	142 DH
3221	HIST 4300-001	Jr. Seminar: France & England 1550-1789	T	2:00-4:50 pm	Wellman, Kathleen	138 DH
3497	HIST 4390-001	Sr. Seminar: Families in US History	Th	2:00-4:50 pm	DeLuzio, Crista	221 Prothro
5129	HIST 6303-001	Colloquium: America 1877-1932	Th	10:00-12:50 pm	McCrossen, Alexis	70 DH
5127	HIST 6308-001	Seminar in American History: Readings in African American Hist	T	2:00-4:50 pm	Hamilton, Kenneth	208 ACSH
5130	HIST 6319-001	History of Nationalism	Th	2:00-4:50 pm	Hochman, Erin	70 DH
5128	HIST 6374-001	Athenian Democracy	M	2:00-4:50 pm	Dowling, Melissa	70 DH

# 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 the area distribution requirement as well as toward the 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.

## 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 Professor Jo Guldi (jguldi@mail.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 Director of Undergraduate Studies to apply. Candidates for distinction will enroll in HIST 4375 and pursue an individual research project under the direction of a particular professor. 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 to receive honors.

## Academic Prizes for Undergraduates

### The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2023 Spring or Fall semesters are eligible for the 2023 Jacobus Junior Paper Prize in History, awarded near the end of the Spring semester of 2024. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor a 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 2023. 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 Director of Undergraduate Studies, Professor Sabri Ates, [sates@smu.edu](mailto: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 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 generous long-time benefactor, the late Ruth Sharp Altshuler, the former chairperson of the SMU Board of Trustees. For almost 30 years, the Sharp fund has enhanced faculty research and teaching in the History Department. The endowment has afforded the faculty greater professional opportunities and annually recognizes a History major for academic success and service to SMU.

# UNDERGRADUATE COURSES

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

## Western Civilization to 1527

Fulfills: UC2016 Breadth: Historical Contexts  
Common Curriculum: Historical Contexts, Oral Communication

HIST 1311-001

Monday/Wednesday/Friday - 10:00am-10:50am – 132 Dedman Life Sciences Building  
Professor Bianca Lopez

This course considers the emergence of the pre-modern West as a global phenomenon, beginning with prehistory, continuing through the rise of Western Asian society from 3500 B.C., the emergence of Mediterranean city states and empires, the striving for order in medieval Europe and finally the reformations and revolutions of the early sixteenth century. In particular, we will investigate how interconnectivity shaped what we now call western civilization, and how a basic human need for resources drove social interaction, for good or for ill. As a result of trade, cultural encounters, and warfare, western civilization was shaped as much by external forces as internal ones. Students will be introduced to a broad range of primary sources, including epic poetry, religious texts, legal codes, and histories, and be expected to think and write about how each source reflects economic interconnectivity and cultural interaction.

**Readings Include:** 1) Anonymous, *The Epic of Gilgamesh*, trans. Andrew George (Harmondsworth: Penguin Books, 2003). 2) Homer, *The Odyssey*, trans. Robert Fagles (Harmondsworth: Penguin Books, 2006). 3) Plato, *The Last Days of Socrates*, trans. Christopher Rowe (Harmondsworth: Penguin Books, 2011). 4) *Julius Caesar, The Conquest of Gaul*, trans. S. A. Handford, Revised Edition (Harmondsworth: Penguin Books, 1983). 5) Augustine of Hippo, *The Confessions*, trans. Henry Chadwick (Oxford: Oxford University Press, 2008). 6) Bede, *Ecclesiastical History of the English People*, trans. Colgrave Bertram et al., Revised Edition (Oxford: Oxford University Press, 2008). 7) Peter Abelard, *The Letters of Abelard and Heloise*, trans. Betty Radice, Revised Edition (Harmondsworth: Penguin Books, 2004). 8) Dante Alighieri, *The Divine Comedy: Volume 1. The Inferno*, trans. Mark Musa (Harmondsworth: Penguin Books, 2002). 9) Christopher Columbus, *The Four Voyages*, trans. J.M. Cohen (Harmondsworth: Penguin Books, 1992). 10) Thomas F. X. Noble et al., ed., *Western Civilization: Beyond Boundaries, Volume A: To 1500*. Sixth Edition (Boston: Wadsworth Publishing, 2011).



## Introductory Topics in American History Presidents at War

Fulfills: UC2016 Breadth: Historical Contexts  
Proficiencies & Experiences: Oral Communication, Writing  
Common Curriculum: Historical Contexts Human Diversity; Oral Communication; Writing

HIST 1321-001

Monday/Wednesday/Friday - 10:00am-10:50am – 306 Dallas Hall

Professor Jeffrey Engel



"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 20<sup>th</sup> and 21<sup>st</sup> 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.

**Readings include:** 1) Andrew Bacevich, *The New American Militarism: How Americans Are Seduced by War*; 2) Jeffrey A. Engel et al, *America in the World: A History in Documents from the War with Spain to the War on Terror*; 3) George Herring, *From Colony to Superpower: US Foreign Relations since 1776*; 4) Mark Atwood Lawrence, *The Vietnam War: A Concise History*; 5) Melvyn Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*; 6) J. Samuel Walker, *Prompt and Utter Destruction: Truman and the Use of the Atomic Bombs against Japan*.

## Introductory Topics in American History The US and the Vietnam War

Fulfills: UC2016 Breadth: Historical Contexts  
Proficiencies & Experiences: Oral Communication, Writing  
Common Curriculum: Historical Contexts, Human Diversity; Oral Communication; Writing

HIST 1321-002H

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

Professor Thomas Knock

Nearly fifty years after the fall of Saigon, the Vietnam War continues to this day to influence the foreign policy of the United States and hammer a wedge into American politics. In this seminar, students will consider how the United States became involved in a major ground war in Vietnam that took the lives of 58,000 Americans and of at least 2 million Southeast Asians; the course will also consider why the US sustained a colonial war for so long and whether the nation was bound to fail in the endeavor. We will study America's second longest war through historical writing and primary sources, journalistic accounts, memoirs, and popular culture (including documentaries, feature films, and a novel). In so doing, students will have the opportunity to improve their reading and writing skills; to enhance their ability to think analytically and critically; and to debate and exchange ideas with one another.

**Readings include:** 1) Christian Appy, *Working Class War: American Combat Soldiers and Vietnam*; 2) Graham Greene, *The Quiet American*; 3) Maurice Isserman & Michael Kazin, *America Divided, The Civil War of the 1960s* (6th edn); 4) Robert J. McMahon, *Major Problems in the History of the Vietnam War* (4<sup>th</sup> edn).

First Year Seminar in European History  
Renaissance Queens and Mistresses  
Fulfills: UC2016 Breadth: Historical Contexts  
Common Curriculum: Historical Contexts, Writing

HIST 1322-001H  
Tuesday/Thursday – 12:30pm-1:50pm-155 Fondren Life Sciences  
Professor Kathleen Wellman

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

**Readings include:** 1) Katherine Chang (ed.) *Catherine de Medici, Portraits of the Queen Mother*; 2) Marguerite de Navarre, *Heptameron*; Marguerite de Valois, *Memoirs*; 3) Kathleen Wellman, *Queens and Mistresses of Renaissance France*; 4) Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*



Marie Antoinette's last-ditch effort to save her head.

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

HIST 2311-001  
Monday/Wednesday/Friday-10:00am-10:50am- 201 Hyer 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, women's suffrage, and abolitionism.



**Readings include:** 1) Frederick M. Binder and David M. Reimers, *The Way We Lived: Essays and Documents in American Social History*, vol. I, 1492-1877. 2) John Demos, *The Unredeemed Captive: A Family Story From Early America*; 3) Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*; 4) John M. Murrin, et al, *Liberty, Equality, Power: A History of the American People*, vol. I: to 1877.



## The United States Since 1865

Fulfills: UC 2016 Individuals, Institutions, and Cultures  
Common Curriculum: Historical Contexts

HIST 2312-001

Tuesday/Thursday – 9:30am-10:50am – 115 Dallas Hall

Professor Tom Knock



This course examines American history from the beginning of post-Civil War Reconstruction through the Vietnam War era. We will explore national politics, culture and society, economic developments, and international relations. In addition, topics include the Spanish American War, World Wars I and II, the Progressive era, the Great Depression, the Civil Rights movement, and the Cold War. Along with traditional political elites, we will also focus on the lives of various other groups, including minorities, immigrants, and women, and the roles they played in American society.

**Readings include:** 1) Murrin, McPherson, Hamalainen, Johnson, Brunsman, Gerstle, Rosenberg, Rosenberg, & Fahs, *Liberty, Equality, Power: A History of the American People*, Vol. II (8<sup>th</sup> edn.); 2) Gorn, Roberts, and Bilhartz (eds.), *Constructing the American Past*, Vol. II (8<sup>th</sup> edn.).

## Medieval World: 306-1095

Fulfills: UC 2016 Historical Contexts  
Common Curriculum: Historical Contexts

HIST 2350-001

Monday/Wednesday/Friday – 12:00pm-12:50pm – 132 Dedman Life Sciences

Professor Bianca Lopez

This course considers the first half of medieval European history from Constantine's Edict of Milan, which legalized Christianity in the Roman Empire (306 A.D.) to the eve of the First Crusade (1095 A.D.), with special emphasis on the emergence of western European identity. In investigating the early Middle Ages, we will consider how and why the Western Roman Empire collapsed, as well as the spread of Christianity as a European religion. Political fragmentation, migrations of Germanic peoples, and increasingly localized identity all define this period, and we will turn to those themes throughout this course. Required readings will include law codes, histories, saints' lives, theology, and the deeds of kings, all of which reflect the diversity of the early medieval world.

**Readings include:** 1) Patrick Geary, ed., *Readings in Medieval History. Vol. I. Fifth Edition* (Toronto: University of Toronto Press, 2015). 2) Barbara H. Rosenwein, *A Short History of the Middle Ages. Vol. I. Fourth Edition* (Toronto: University of Toronto Press, 2014).



"You're unlikely to find anyplace on the market that is truly impregnable."



## A History of Islamic Empires

Fulfills UC2016: Proficiencies & Experiences/Human Diversity  
Common Curriculum: Historical Contexts, Human Diversity

HIST 2379-001

Monday/Wednesday/Friday—1:00pm-1:50pm—132 Dedman Life Sciences  
Professor Sabri Ates—65 Dallas Hall—214-768-2968

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

**Readings include:** 1) Fred M. Donner, *Muhammad and the Believers*; 2) Karen Armstrong, *Islam: A Short History*; 3) Amira K. Bennison; *The Great Caliphs*; 4) Jim al-Khalili, *The House of Wisdom*

## Human Rights: America's Dilemma

Fulfills UC2016: Breadth/ Historical Contexts  
Fulfills UC2016: Proficiencies & Experiences/Writing/Community Engagement  
Common Curriculum: Historical Contexts, Community Engagement, Writing

HIST 3301-701C (Co-listed with HRTS 3301-701C) and 3301-702C (Co-listed with HRTS 3301-702C)

Tuesday—6:30pm-9:20pm—120 Clements Hall  
Wednesday—6:30pm-9:20pm—120 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**  
**Slavery, Prisons, and Mass Incarcerations**  
UC 2016: Historical Contexts, Human Diversity  
Common Curriculum: Historical Contexts, Writing

HIST 3310-001  
Tuesday/Thursday-11:00am-12:20pm- 325 Clements Hall  
Dr. Carolyn Levy

The United States incarcerates more people than any other country in the world. While mass incarceration first boomed beginning in the 1970s, the origins of the carceral system stretch back much further in United States history. This course examines the complex history of the American carceral system. Students will learn about the development of the system of slavery, the creation of modern prison systems during the nineteenth century, and the interconnected carceral structures that have developed in the U.S. over time. Throughout the course, students will consider how ideas about race, class, gender, crime, liberty, punishments, profits, and criminality affected the development of the carceral system. Students will be asked to analyze the origins of the carceral system and explore the connections between history and contemporary issues related to mass incarceration.

**Readings include:** 1) Angela Y. Davis, *Are Prisons Obsolete?*; 2) Michele Foucault, *Discipline and Punish*; 3) David J. Rothman, *The Discovery of the Asylum*; 4) Dennis Childs, *Slaves of the State: Black Incarceration from the Chain Gang to the Penitentiary*.

**Problems in American History**  
**Belonging in America: Nativism and Racial Nationalism**  
**in the Emergence of Modern America**  
UC 2016: Historical Contexts, Human Diversity  
Common Curriculum: Historical Contexts, Writing

HIST 3310-002H  
Tuesday/Thursday-2:00pm-3:20pm-343 Dallas Hall  
Professor Neil Foley

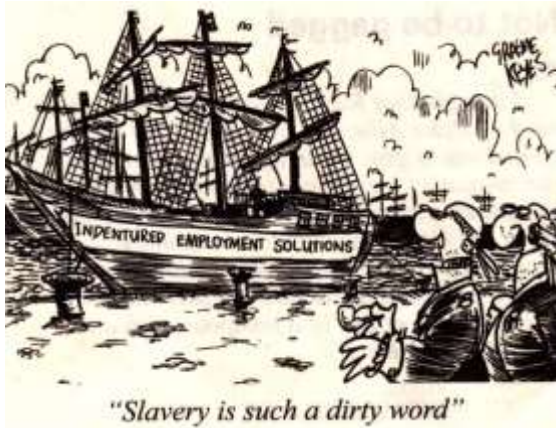
Many Americans today live with a sense of cognitive dissonance about who we are as a nation. The United States, unlike most European nations, claims to be a nation of immigrants, yet it also tries to keep out as many immigrants, refugees, and asylees it deems undesirable. It welcomes immigrants when their labor is needed and turns them away when it is not. But this fluctuating economic view of immigration over the last century fails to account for the interlaced politics of citizenship, immigrant exclusion, and the enduring ideology of “whiteness” that lies at the very heart of American national identity. The course explores how white racial ideology has sought to define who “belongs” and who does not by enacting exclusionary laws and policies (based on race, citizenship, and national identity, as well as sex and gender) that provide the historical context for understanding racial fault lines that continue to divide American society today.

**Readings include:** 1) Erika Lee, *America for Americans: A History of Xenophobia in the United States* (2019); 2) Ibram Kendi, *Stamped from the Beginning: The Definitive History of Racists Ideas in America* (2016); 3) Gary Gerstle, *Crucible of Race*; 4) Thomas King, *The Inconvenient Indian*; Chapters from other books will be posted as PDFs on Canvas.

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

UC 2016: Historical Contexts, Human Diversity

Common Curriculum: Historical Contexts, Human Diversity



HIST 3313-001

Tuesday/Thursday – 9:30am-10:50am – 110 Junkins Hall

Professor Kenneth Hamilton

This course is an introduction to the life experience of African Americans in English North America from their arrival in 1619 through the Civil War. In addition, a brief survey of West African history and culture will be presented. Special attention will be given to the development of the African American culture, the growth of slavery, southern and northern free blacks, and life of African Americans during the Civil War.

Reading list is not available.

## Persecution to Affirmation: Sexual Minorities & Human Rights

Fulfills: Common Curriculum: Historical Contexts, Human Diversity,

Global Perspectives, Writing

HIST 3317-001H

Tuesday/Thursday – 2:00pm – 3:20pm – 203 Owen Fine Arts

Professors David Doyle and Maxime Foerster

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:** (1) *Universal Declaration of Human Rights* (1948); (2) Susan Stryker, *Transgender History* (revised edition 2017); (3) Esther Newton, *My Butch Career* (2018); (4) Greggor Mattson, *Who Needs Gay Bars?: Bar-Hopping Through America’s Endangered LGBTQ+ Places* (2023); (5) Camila Valada, *Bad Girls* (English edition 2022); (6) Audre Lorde, “Poetry is Not a Luxury,” “The Transformation of Language into Language and Action,” “Uses of the Erotic,” “I am Your Sister.”; (7) Dilara Caliskan, “Queer Postmemory” (2019); (8) Nawaad Ahmed, *Radiant Fugitives* (2021); (9) Arinze Ifeakandu, *God’s Children are Little Broken Things* (2022)



## Civil War and Reconstruction

Fulfills: UC 2016 Breadth, Historical Contexts  
Common Curriculum: Historical Contexts

HIST 3347-001  
Monday/Wednesday/Friday – 10:00am – 10:50am – 207 HCSH  
Professor Ariel Ron

In the 1860s, a devastating Civil War exposed deep fault lines that have run through much of American history, even to the present day. In many ways we still live in the Civil War's aftermath. This course examines the Civil War not as an isolated event, but as an era when basic aspects of what it meant to be American were challenged and sometimes radically recast. We will treat this era, running from roughly 1845 to 1877, in three distinct units. In unit one, we will try to locate the *causes* of the war in the decades preceding its outbreak. In unit two, we will examine the war itself, paying special attention to the *experiences* of soldiers, civilians, enslaved persons, and political and military leaders. Finally, in unit three, we will ask about the war's *outcomes* in the years that followed the formal end to hostilities. The aim of the course, therefore, is to understand not only *what* happened, but *why*, and thus to come to terms with the meaning of this important event. Course readings will include both primary and secondary sources, that is, documents from the period itself as well as works by modern historians.



**Readings include:** 1) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 2) Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*; 3) Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*; 4) William Freehling, *The South Vs. the South: How Anti-Confederate Southerners Shaped the Course of the Civil War*.

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

Fulfills: UC2016: Breadth/Historical Contexts; UC2016: Depth: Humanities & Fine Arts  
Common Curriculum: Historical Contexts, Writing

HIST 3359-001  
Monday/Wednesday/Friday – 11:00am – 11:50am - 157 Dallas Hall  
Professor Laurence Winnie

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

**Readings include:** 1) Lindberg, Carter, *The European Reformations*; 2.) Peter H., *The Thirty Year's War*; 3) Course Reader with selections by Erasmus, Luther, Zwingli, *The Schleithem Confession*, *The Putney Debates*, *Las Casas*, and Philip de Mornay and others.



## Consumer Culture in The United States

Fulfills: UC2016 Historical Contexts  
Common Curriculum Historical Contexts

HIST 3364-001

Tuesday/Thursday – 2:00pm-3:20pm – Dallas Hall 357

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*.

## Colonial America

Fulfills: UC 2016: Historical Contexts. Human Diversity, Writing  
Common Curriculum Historical Contexts, Writing

HIST 3369-001

Tuesday/Thursday-2:00pm-3:20pm-142 Dallas 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 Ordahl Kupperman, *Major Problems in Colonial American History*, 3d Edition, as well as addition primary and secondary sources distributed through Canvas.



**The First World War and Its Impact**  
Fulfills UC2016 Historical Contexts  
Common Curriculum: Historical Contexts, Writing

HIST 3381-001  
Tuesday/Thursday—11:00am-12:20pm—106 Hyer 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, soldiers, political leaders, and civilians alike believed that the conflict would be over by Christmas. Four years and over ten million deaths later, the Great War and the subsequent peace treaties had irrevocably transformed the map of Europe and the everyday lives of its inhabitants. Through a variety of primary sources and scholarly literature, we will examine the cultural, social, and geopolitical impact of the First World War. Each week we will explore a different theme pertaining to the war and its outcome, including: the causes of the war, warfare on the western and eastern fronts, experiences on the home front, the colonial dimensions of the war, changing conceptions of gender, the war's impact on high and popular culture, mourning and commemorations for the dead, the collapse of Europe's large land-based empires, and the postwar attempts to spread democracy and create a new international order.

**Readings include:** 1) Eric Dorn Brose, *A History of the Great War: World War One and the International Crisis of the Early Twentieth Century*; 2) Marilyn Shevin-Coetzee and Frans Coetzee (eds.), *World War I: A History in Documents*; 3) Robert Graves, *Good-bye to All That*; 4) additional primary and secondary sources.

**Modern Middle East 1914-Present**  
Fulfills UC2016: Breadth: Historical Contexts, Information Literacy  
Common Curriculum Historical Contexts, Human Diversity

HIST 3390-001  
Monday/Wednesday/Friday – 3:00pm- 3:50pm – 142 Dallas Hall  
Professor Sabri Ates

This course seeks to provide a broad introduction to history and politics of the modern Middle East. We begin by examining the cultural, ethnic and religious diversity in the region and questioning the very usefulness of the term “Middle East” for a region that stretches from North Africa to Central Asia. After offering a brief historical perspective on the Safavid and Ottoman past (the 16<sup>th</sup>-18<sup>th</sup> centuries), the course concentrates on the long nineteenth century and twentieth 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.

**Readings include:** 1) William Cleveland, *A History of the Modern Middle East*; 2) James L. Gelvin, *The Israel-Palestine Conflict*; 3) Elizabeth Thompson, *Justice Interrupted: The Struggle for Constitutional Government in the Middle East*.



## Junior Seminar: Research and Writing History of France and England, 1500-1789

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

HIST 4300-001

Tuesday 2:00pm – 4:50pm – 138 Dallas Hall  
Professor Kathleen Wellman

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

**Readings include:** 1) Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History* (Wiley- Blackwell, 2008); 2) James B. Collins, *The State in Early Modern France*, (Cambridge University Press, 2009); 3) Merry Wiesner-Hanks, *Early Modern Europe, 1450-1789*, (Cambridge University Press, 2013); 4) William Kelleher Storey, *Writing History: A Guide for Students*, Oxford University Press.



The Ice Crusades

## Senior Seminar: Research and Writing Families in United States History

Fulfills: UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing  
No Common Curriculum tags

HIST 4390-001

Thursday – 2:00pm-4:50pm-221 Prothro Hall  
Professor Crista DeLuzio

This seminar explores the changing expectations for and experiences of families in the United States from the Colonial Era to the present. We will focus on the multiplicity of forms family life has taken in the past, paying careful attention to differences among and within families of gender, age, race, class, ethnicity, and sexual orientation. Readings will address a range of issues associated with American family life, including gender roles and relations; generational roles and relations; sibling relations; dating & courtship; marriage; divorce; reproduction; child rearing; gender divisions of labor at home and between home and work; and the relationship between public and private life. Throughout, we will explore the ways in which American families have shaped and been shaped by forces of economic, legal, political, social, and cultural change.



**Readings include:** 1) Davide Peterson Del Mar, *The American Family: From Obligation to Freedom*; 2) Judith Graham, *Puritan Family Life*; 3) Theda Purdue, *Cherokee Women: Gender, Culture and Change, 1700-1835*; 4) Marie Jenkins Schwartz, *Born in Bondage: Growing Up Enslaved in the Antebellum South*; 5) C. Dallett Hemphill, *Siblings: Brothers and Sisters in American History*; 6) Nancy Cott, *Public Vows: A History of Marriage and the Nation*; 7) Melissa R. Klapper, *Small Strangers: The Experiences of Immigrant Children in America, 1880-1925*; 8) Elaine Tyler May, *Great Expectations: Marriage & Divorce in Post Victorian America*; 9) Jessica Weiss, *To Have and To Hold: Marriage, The Baby Boom & Social Change*; 10) Barbara Melosh, *Strangers and Kin: The American Way of Adoption*.

# GRADUATE COURSES

## Colloquium: America: 1877-1932

HIST 6303-001

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

Professor Alexis McCrossen

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

## Readings in African American History

HIST 6308-001

Tuesday – 2:30pm-4:50pm 208 Annette Caldwell Simmons Hall

Professor Kenneth Hamilton

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



## History of Nationalism

HIST 6319-001

Thursday, 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, this course explores the origins of nationalism, individuals' motivations for identifying with a nation, the various and conflicting definitions of nationhood, and the impact that nationalism has had on societies across the globe.



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**Readings include:** 1) Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*; 2) Ernest Gellner, *Nations and Nationalism*; 3) Brian Porter, *When Nationalism Began to Hate: Imagining Modern Politics in Nineteenth-Century Poland*; 4) Thongchai Winichakul, *Siam Mapped: A History of The Geo-body of a Nation*; 5) Eric Weitz, *A Century of Genocide: Utopias of Race and Nation* 6) Tara Zahra, *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands, 1900-1948*; 7) additional journal articles and book chapters.

## Athens and the Invention of Democracy



HIST 6374-001

Monday, 2:00-4:50pm, 70 Dallas Hall

Professor Melissa Barden Dowling

Democracy developed in Classical Athens, spread across the Greek city states to Rome, then across the Atlantic Ocean, and now to the world. This seminar will engage with the history and the historiography surrounding the invention of democracy. Both the failures and the strengths of the first democratic governments offered powerful models for later scholars and statesmen. We will read Thucydides, Plato, Aristotle, Cicero, and Plutarch, authors who observed, argued, attacked, and defended democratic governments. They all saw them fall. Cicero died for these ideals. We will assess the legacy of these authors and the actual practice of democracy at its origin.

**Readings include:** Aristophanes' plays; Aristotle, *The Athenian Constitution* and *The Politics*; Cicero, *The Republic*; Plato, *The Apology* and *The Republic*; Plutarch, *Lives of the Greeks and Romans*; Thucydides, *The Peloponnesian War*; Josiah Ober and Charles Hedrick, eds. *Demokratia: A Conversation on Democracies, Ancient and Modern*; and Jennifer Tolbert Roberts, *Athens on Trial: The Antidemocratic Tradition in Western Thought*.

# HISTORY FACULTY

P04	Sabri Ates	Associate Professor; Director of Undergraduate Studies
P88	Rachel Ball-Phillips	Adjunct Lecturer; Director of Graduate Fellowships & Awards
P12	Katherine C. Carté	Professor, Altshuler Distinguished Teaching Professor
P24	Crista J. DeLuzio	Associate Professor;
P26	Melissa Barden Dowling	Associate Professor; Dept. Chair; Altshuler Distinguished Teaching Director of Classical Studies
P86	David D. Doyle, Jr.	Adjunct Assistant Professor; Director, University Honors Program
P10	Jeffrey A. Engel	Professor; Director, Center for Presidential History
P27	Neil Foley	Dedman Chair in History; Associate Director, Clement Center for <b>Southwest Studies</b>
P85	Brian Franklin	Adjunct Professor; Associate Director Center for Presidential Studies
P28	Andrew R. Graybill	Professor; Director, Clement Center for Southwest Studies
P03	Jo Guldi	Professor
P33	Rick Halperin	Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P29	Kenneth M. Hamilton	Professor; Director, Ethnic Studies Program
P38	Erin R. Hochman	Associate Professor
P94	Macabe Keliher	Associate Professor
P41	Jill E. Kelly	Associate Professor, Dedman College Diversity Officer
P43	Thomas J. Knock	Professor; Altshuler Distinguished Teaching Professor
P95	Carolyn Levy	Adjunct Lecturer: Center for Presidential History Fellow
P87	Bianca Lopez	Assistant Professor
P50	Alexis M. McCrossen	Professor
P80	Daniel T. Orlovsky	Professor; Bouhe Research Fellow in Russian Studies
P02	Ariel Ron	Associate Professor
P93	Kathleen A. Wellman	Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor
P84	Laurence H. Winnie	Senior Lecturer

