

Take History, Make History



William P. Clements Department of History
Summer and Fall 2018

Take History, Make History...

FIND HISTORY!

*Participate in the history scavenger hunt
for a chance to*

win Starbucks gift cards!

*Look for Clues and Challenges
under the Heading **#SMUHistoryHunt***

*When you complete a task or solve a challenge,
email the photo to mfevans@smu.edu*

*You can also post your photo to Twitter and Instagram using the
hashtag #SMUHistoryHunt and tagging the department on Twitter
(@SMUHistoryDept) and on Instagram (@smu_clementshistorydept)*

Limit one prize per student

*Prizes awarded to the first students
to submit correct entries. Winners will be notified by email.*

Take History, Make History

UNDERGRADUATE PROGRAM

THE HISTORY MAJOR

Within the minimum 122-semester-hour degree, 33 semester hours in history are required for the History major. Students must take at least six semester hours in each of the following three areas: (1) United States history, (2) European history, and (3) African, Asian, Latin American or Middle Eastern history. At least eighteen semester hours in courses at the 3000-5000 level are required for all majors, which includes a 3-hour course requirement at the 5000 level. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must 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, Junior Seminar in Research and Writing, is required. It counts as three hours of the eighteen advanced hours required for the major but cannot be counted toward area distribution requirements for the major. NOTE: Majors are required to take the Junior Seminar during their Junior year—not before or after that time. Any exception to this rule must be cleared by both the Director of Undergraduate Studies and the Department Chairperson.

CURRICULUM REQUIREMENTS

The UC2012 consists of three main components: 1) Foundations; 2) Pillars; and 3) Proficiencies and Experiences. The UC2016 consists of 1) Breadth; 2) Depth; and 3) Proficiencies and Experiences. Courses can count toward both a student's major and the UC requirements. The components that History courses fulfill are listed under the title of each course. PLEASE NOTE: Students on the UC 2016 will receive HC1 credit for most history courses in the 1000-3000 level. Check my.SMU for the UC components of any history courses.

THE HISTORY MINOR

Students with a general interest in history may pursue a minor by taking fifteen semester hours of departmental coursework. Nine semester hours must be taken at the 3000-5000 level. Students may transfer in no more than two of the five courses required for the minor. Only one of the three required advanced courses may be transferred in. Courses for the minor may not be taken pass/fail. All advanced courses taken for the minor must be passed with a grade of C minus or better. Students intending to take a minor in the department should design a program of study in consultation with the Director of Undergraduate Studies.

INTERNSHIP PROGRAM

To promote learning based on practical experience and to expose students to some of the careers that can be pursued with a History major, the History Department offers the opportunity to earn up to three credit hours for an approved internship (HIST 4397-P##). For details about the program, see either the History Chairperson or the Director of Undergraduate Studies.

DEPARTMENTAL DISTINCTION

History majors with sufficiently high standing may graduate with honors in history by applying for the degree "with departmental distinction." Eligible students--those who have completed 21 hours of History credit, including the Junior Seminar—with a 3.7 History GPA and overall 3.5 GPA—will be invited by the Department Chair to apply. Candidates for distinction will pursue an individual research project under the direction of a particular professor (while enrolled in HIST 4375). Such a major research project will develop out of the 5000-level seminar or HIST 4300, the junior seminar. The research project will be presented as a thesis before the end of the semester. The successful honors graduate must pass an oral examination on the thesis before a committee of three history faculty and receive at least an A minus on the work.

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THE JACOBUS JUNIOR PAPER PRIZE IN HISTORY

Students enrolled in a Junior Seminar in the 2016 spring or fall semesters are eligible for the 2016 Jacobus Junior Paper Prize in History, which will be awarded at the University awards ceremony during the spring 2017 semester. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor long-time friend of SMU and history enthusiast and benefactor, Henry S. Jacobus, Jr. After retiring as a respected member of the Dallas business community, Mr. Jacobus began auditing History courses at SMU, becoming a good friend to professors and students alike. We wish to honor Henry, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the 2016 Jacobus Prize will be selected from among papers submitted during the spring and fall semesters. Nominations for the award are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, see the Department Chair, Prof. Andrew Graybill.

- 2017 ADAM SANCHEZ – “Weimer German Catholicism: The Struggle for Relevance”
- 2016 MARGARET PITCHER – “Fever Medicine and the Medical Lobby: Role of Typhus in the Great Famine”
- 2015 BRANDY SPENCER – “Reading English Restoration Era Recipe Books”
- 2014 BRANDON ROSELIUS – “Roman Egypt through Oxyrhynchus”
- 2013 CAROLINE DILLARD – “Polemics in the Glorious Revolution”
- 2012 ANNA SKRIVANEK – “Auxilio Social: The Influence of Nationalist Propaganda”

Take History, Make History

FALL 2018 HISTORY COURSE SCHEDULE

**CURRICULUM CREDIT: SEE COURSE DESCRIPTIONS FOR SPECIFIC UC CREDITS OR CHECK ON LINE
FOR MOST RECENT INFORMATION POSTED AFTER BOOKED WAS PRINTED.**

Class #	Subject/Section/Co-list	Course Title	Day	Time	Instructor	Room
5685	HIST 1311-001	Western Civilization to 1527	MWF	10:00-10:50 am	Lopez	156DH
3407	HIST 1321-001H	The United States and the Vietnam War	Tues	9:30-10:50 am	Knock	70DH
5863	HIST 1321-002	Intro Topics: Grand Strategy	Wed	3:00-5:50 pm	J. Engel	343DH
3578	HIST 1322-001	Renaissance Queens & Mistresses	TTh	11:00-12:20pm	Wellman	106DH
2743	HIST 2311-001	Out of Many: US to 1877	MWF	9:00-9:50am	Chavez	116DH
3354	HIST 2312-002	Unfinished Nation: US since 1877	TTh	11:00-12:20 pm	Knock	115DH
3430	HIST 2325-701C/HRTS 2325	Human Rights in Modern South Asia	Wed	6:30-9:00 pm	Ball-Phillips	153DH
3101	HIST 2384-001C/PLSC 3348	Latin America: Colonial Period Co-instruction with Luigi Manzetti	TTh	2:00-3:20 pm	Andrien	152FS
3040	HIST 2391-001	Africa to the 19th Century	MWF	11:00-11:50 am	Kelly	156DH
2109	HIST 3301-701C/HRTS 330	Human Rights: America's Dilemma	Tue	6:30-9:20 pm	Halperin	126CH
5851	HIST 3310-002	The United States as a Developing Country	TTh	11:00 - 12:20pm	Ron	107 HH
5810	HIST 3310-038	History of African Am. Athletes 1890-2000	TTh	2:00 - 3:20pm	Hamilton	101DH
3359	HIST 3312-001	Women in US History to 1900	TTh	11:00-12:50 am	DeLuzio	221ACSH
2325	HIST 3313-001	African Americans in US 1607-1877	TTh	9:30-10:50am	Hamilton	357DH
5908	HIST 3316-001	History of Sex in America	TTh	2:00-3:20pm	Doyle	136 Boaz
3373	HIST 3329-701	Women in Early Modern Europe	TTh	2:00 - 3:20pm	Wellman	157 DH
2520	HIST 3340-001	Rev Experience in Russia 1900-1930	TTh	9:30-10:50 am	Orlovsky	116DH
3362	HIST 3347-001	Civil War & Reconstruction	TTh	2:00-3:20 pm	Ron	102HH
5802	HIST 3350-001	History of Ancient Egypt	TTh	9:30 - 10:50am	Dowling	157DH
2885	HIST 3363-001	The Holocaust	MWF	11:00 -11:50am	Hochman	357DH
3361	HIST 3364-001	Consumer Culture in the US	TTh	11:00-12:20 pm	McCrosen	101DH
2643	HIST 3365-002	ProbEurHist: Reform, Republic, Terror, and Emp	MWF	10:00-10:50am	Winnie	107HCSH
5855	HIST 3365-003	ProbEurHist: The Black Death	MWF	2:00 - 2:50pm	Lopez	106DH
5811	HIST 3365-004	ProbEurHist: Soviet/Post Soviet Politics 1917-Pres	Tues	2:00 - 4:50pm	Orlovsky	120DH
2660	HIST 3366-001	ProbEurHist: Surviving Fascism/Communism	MWF	1:00-1:50p	Miller	115DH
2728	HIST 3381-001	First World War & Its Impact	MW	3:00-4:20 pm	Hochman	115DH
5801	HIST 3390-001	Modern Middle East: 1914 - Present	MW	3:00 - 4:20pm	Ates	149DH
5809	HIST 4300-041	Jr. Seminar: US Cultural & Social History	TTh	2:00 - 3:20pm	McCrosen	117HCSH
5819	HIST 5345-001	The Birth of Modern America 1877-1919	Thurs	2:00 - 4:50pm	DeLuzio	120DH
5856	HIST 6300-001	Historiography	Tue	3:30-6:20 pm	Dowling	137DH
5806	HIST 6301-001	Colloquim:Early America	Mon	12:00 - 2:50pm	Chavez	317HCSH
5817	HIST 6315-001	Global and Comparative History	Wed	9:00 - 11:50am	Ates	318HCSH
5818	HIST 6322-002	History as an Academic Profession	Wed	3:00 - 5:50pm	Andrien	120DH

ROOMS: • CH = Clements Hall • DH = Dallas Hall • DS=Dedman Life Science • FLE-Fondren Library East

• FS = Fondren Science • HH = Hyer Hall • HS = Harold Simmons Hall • AS = Annette Caldwell-Simmons Hall

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SUMMER COURSES 2018

NOTE: BE SURE TO CHECK ONLINE AT MY.SMU FOR THE MOST UP-TO-DATE INFORMATION ON THE UNIVERSITY CURRICULUM REQUIREMENTS THAT EACH COURSE FULFILLS.

SMU MAIN CAMPUS SUMMER I (JUNE 4–July 3)

HIST 2390-0012 CIVILIZATION OF INDIA

Fulfills UC 2012/2016: Historical Contexts, Human Diversity

Monday - Friday 4PM-6:20PM

Prof. Rachel Ball-Phillips -17G Dallas Hall 214-768-3808 rmball@smu.edu

HIST 3348-0011 CHANGING AMERICAN FAMILIES

Fulfills UC 2012/2016: Historical Contexts, Ways of Knowing, Human Diversity

Monday - Friday 10AM-11:50AM—153 Dallas Hall

Prof. Crista DeLuzio – 56 Dallas Hall 214-768-3748 cdeluzio@smu.edu

"History will be kind to me for I intend to write it."
Winston Churchill

UNDERGRADUATE COURSES

NOTE: BE SURE TO CHECK ONLINE AT MY.SMU FOR THE MOST UP-TO-DATE INFORMATION ON THE UNIVERSITY CURRICULUM REQUIREMENTS THAT EACH COURSE FULFILLS.

WESTERN CIVILIZATION TO 1527

UC 2012: Historical Contexts (Level 1), Individuals, Institutions & Cultures (Level 1),
Global Engagement. UC 2016: Historical Contexts, Global Engagement

HIST 1311-001

Monday/Wednesday/Friday—10:00AM-10:50—156 Dallas Hall

Prof. Bianca Lopez -58B Dallas Hall – 214-768-3683 biancal@smu.edu

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.

#SMUHistoryHunt

*Find the plaque in Dallas Hall
with Professor Thomas Knock
listed as one of the
recipients.*

*Submit a Selfie next to the
plaque for a chance to win*

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

"I say, therefore, that a historian should aim at satisfying the same emotional and intellectual needs as a novelist or a poet. How he is to do this within the limits of the available data is the question."

Richard Southern

THE UNITED STATES AND THE VIETNAM WAR

Fulfills UC 2012: Pillars: Historical Contexts (Level 1)

Fulfills UC 2016: Breath/Historical Contexts

Fulfills UC 2012/2016: Proficiencies/Experiences: Writing Oral Communication

HIST 1321-001H

Tuesday—2:00PM-4:50PM—70 Dallas Hall

Prof. Thomas Knock—59 Dallas Hall—214-768-2972 tknock@smu.edu

More than forty years after the fall of Saigon, the Vietnam War continues to influence the foreign relations of the United States and to hammer a wedge into American politics. In this seminar for first and second year students, we will consider how the United States became involved in a major ground war in Southeast Asia; why it sustained the war for so long; whether the nation was bound to fail in the endeavor; and the ongoing controversy surrounding that failure in the making of U. S. foreign policy today. We will study America's second longest war from various perspectives--through historical writing and primary sources, journalistic accounts, memoirs, novels, film, and popular culture. 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 America*; 3) Maurice Isserman & Michael Kazin, *America Divided, The Civil War of the 1960s*; 4) Robert J. McMahon, *Major Problems in the History of the Vietnam War* 4th ed.

INTRODUCTORY TOPICS IN AMERICAN HISTORY: GRAND STRATEGY

Fulfills UC 2012: Pillars: Historical Contexts (Level 1)

Fulfills UC 2016: Breath/Historical Contexts

Fulfills UC 2012/2016: Proficiencies/Experiences: Writing Oral Communication

HIST 1321-002

Wednesday—3:00PM-5:50PM—343 Dallas Hall

Prof. Jeffrey Engel—318 Dallas Hall—214-768-3973 jaengel@smu.edu

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.

Readings include: 1) Paul Cartledge, *Alexander the Great: the Hunt for a New Past* (New York: Overlook Press, 2004). 2) Derek Chollet, *The Long Game: How Obama Defied Washington and Redefined America's Role in the World* (New York: Public Affairs, 2016). 3) John Lewis Gaddis, *Grand Strategy* (New York, Penguin, 2018). 4) Mark Grimsley, *The Hard Hand of War: Union Military Policy Toward Southern Civilians, 1861-1865* (New York: Cambridge University Press, 1997). 5) Victor Davis Hanson, *Carnage and Culture: Landmark Battles in the Rise to Western Power* (New York: Anchor, 2002). 6) Geoffrey Parker, *The Grand Strategy of Philip II* (New Haven: Yale University Press, 1998). 7) Norman Rich, *Hitler's War Aims: Ideology, the Nazi State, and the Course of Expansion* (New York: Norton, 1992). 8) Jack Weatherford, *Ghenghis Khan and the Making of the Modern World* (New York: Crown, 2004).

*Alexander the Great became king at age 20, defeated his greatest enemy by 25, and ruled the bulk of the known world by the time he was 30.
To learn more about great strategists past, present, and perhaps future, sign up for HIST 1321-002*

INTRODUCTORY TOPICS IN EUROPEAN HISTORY

RENAISSANCE QUEENS & MISTRESSES

Fulfills UC 2012: Pillars: Historical Contexts (Level 1)

Fulfills UC 2016: Breath/Historical Contexts

Fulfills UC 2012/2016: Proficiencies/Experiences: Writing

HIST 1322-001

Tuesday/Thursday—11:00AM-12:20PM—106 Dallas Hall

Prof. Kathleen Wellman—328 Dallas Hall—214-768-2980 kwellman@smu.edu

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.

OUT OF MANY: US HISTORY to 1877

Fulfills UC Pillar: Individuals, Institutions & Cultures (Level 1)

Fulfills: UC 2016: Individuals, Institutions & Cultures

HIST 2311-001

MWF 9:00AM-9:50—116 Dallas Hall

Prof. John Chávez—67-Dallas Hall—214-768-2975 jchavez@smu.edu

This course surveys the history of the United States from its roots in European colonialism, through the War for Independence, to the Civil War and Reconstruction. The course stresses the continuing influence of colonialism in the domestic and foreign affairs of the United States even after its political independence. By also emphasizing gender, race, class, and region, the course hopes to imbue students with an appreciation for the importance of perspective in the understanding of history. Additionally, students are exposed to the various methods of doing historical research using primary and secondary sources. Class sessions include lectures, discussions, and occasionally films.

Readings include: 1) John Mack Faragher *et al.*, *Out of Many: A History of the American People*; 2) William Bruce Wheeler, *et al.* *Discovering the American Past: A Look at the Evidence*; 3) Kate L. Turabian, *et al.* *A Manual for Writers of Term Papers, Theses, and Dissertations*.

#SMUHistoryHunt

*Find and email pictures of
yourself with two books
written by
Professor Edward
Countryman in two
different SMU libraries
– one book per library!*

Henry II of France married Catherine de Medici when they were both fourteen. At sixteen, he took a mistress, the legendary thirty-six year old beauty, Diane de Poitiers, who remained his love and closest advisor for the rest of his life. To learn more about famous queens and mistresses, sign up for HIST 1322

UNFINISHED NATION: US 1877 – PRESENT

Fulfills UC Pillars: Individuals, Institutions & Cultures (Level 1)

Fulfills UC 2016: Breath/Individuals, Institutions & Cultures

HIST 2312-002

Tuesday/Thursday—11:00AM-12:20PM—115 Dallas Hall

Prof. Thomas Knock—59 Dallas Hall—214-768-2972 tknock@smu.edu

This course examines the principal aspects of the history of the United States from the end of the Civil and the start of Reconstruction and makes its way into the 1980s. It seeks to introduce students to the intellectual skills and attitudes involved in trying to understand the past on its own terms and to apply that understanding to a consideration of the present. In the tradition of the liberal arts, it also seeks to promote an understanding of human beings and of the human condition in general. Topics covered include the aftermath of Reconstruction, industrialization and immigration, overseas expansion, Populism and Progressivism, World War I, the 1920s, the Great Depression and New Deal, World War II, the Cold War, civil rights, the women's movement, the Vietnam War, and the contemporary era.

Readings include: 1) Murrin, McPherson, Gerstle, Johnson, and Rosenberg, *Liberty, Equality, Power: A History of the American People* (Vol. II, 7th edn.); 2) Gorn, Roberts, Bilhartz, eds., *Constructing the American Past* (Vol. II, 8th edn.).

HUMAN RIGHTS IN MODERN SOUTH ASIA

Fulfills UC Pillars: Individuals, Institutions & Cultures (Level 1)

UC2016: Philosophical/Religious Ethical Inquiry - Breadth; Historical Contexts - Breadth

Human Diversity, Oral Communications, Global Engagement

HIST 2325-701C

(Co-listed with HRTS 2325)

Wednesday—6:30PM-9:00—153 Dallas Hall

Prof. Rachel Ball-Phillips—17G Dallas Hall—214-768-3726 rmball@smu.edu

This course provides students with an in-depth examination of some of the most pressing human rights issues in twentieth-century South Asia. From violations of women's rights to the relationship between environmental justice and human rights, this course will cover a number of issues relevant in the subcontinent today. This class will be largely discussion based, as we trace violations of human rights from the Partition of India, which resulted in the largest mass migration in human history, to the contemporary violence that occurs between Hindus and Muslims. Students will have the opportunity to engage with the community through volunteer work, examine the most relevant scholarship, and engage with the most recent media on human rights abuses in South Asia.

Readings include: 1) Urvashi Butalia, *The Other Side of Silence* 2) Amana Fontanella-Khan, *Pink Sari Revolution* 3) William Gould, *Religion and Violence in Modern South Asia* 4) Mulk Raj Anand, *Untouchable*

"Neither a wise man nor a brave man lies down on the tracks of history to wait for the train of the future to run over him." Dwight D. Eisenhower

LATIN AMERICA IN THE COLONIAL PERIOD

Fulfills UC 2012: Historical Contexts (Level 1)

UC 2016: Historical Contexts Breadth

HIST 2384-001C

(Co-listed with PLSC 3348-001C)

Tuesday/Thursday—2:00PM-3:20—152 Fondren Science

Prof. Kenneth Andrien—225 Dallas Hall—214-768-2195 kandrien@smu.edu

Prof. Luigi Manzetti—212 Carr Collins Hall—214-768-4366 lmanzetti@smu.edu

This course is an introductory survey of early Latin American history from the Spanish invasion of Latin America through modern times that assumes no previous study of the region. The course will be team taught by a historian (Andrien) and a Political Scientist (Manzetti) in order to have students learn how different disciplines approach a series of thematic historical problems including: the evolving role of the Roman Catholic Church, Economic Growth Models, Elite Rule and Racial Diversity, Revolutionary Movements, Women and Gender Roles, and Latin America in the World. Our goal is have students learn basic information about Latin American societies during this period from different disciplinary perspectives and to provide an interpretive framework for understanding the changes taking place over time.

Readings include: 1) Harry Vanden and Gary Prevost, *Latin America: The Power Game* (text), 2) Bernardo Vargas Machuca, *Defending the Conquest*, 3) Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*; Mariano Azuela, *The Underdogs* (5) Cathryn Lombardi and John V. Lombardi, *Latin American History: A Teaching Atlas* (recommended). 6) There will also be five instructional movies assigned.

AFRICA TO THE 19TH CENTURY

Fulfills UC 2012 Pillars: Historical Contexts (Level 1);

Individuals, Institutions, and Cultures (Level 1)

UC 2016 Historical Contexts Breadth

UC 2012/2016 Human Diversity; Global Engagement

HIST 2391-001

Monday/Wednesday/Friday 11:00AM-11:50—156 Dallas Hall

Prof. Jill Kelly—55 Dallas Hall—214-768-2971 jillk@smu.edu



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

Readings include: 1) Kevin Shillington, *History of Africa* 2012 Edition; 2) D.T. Niane, *Sundiata: An Epic of Old Mali*; 3) Said Hamdun and Noel King, *Ibn Battuta in Black Africa*; 4) Galawdewos, *The Life and Struggles of Our Mother Walatta Petros*; 5) Olaudah Equiano, *The Life of Olaudah Equiano or Gustavus Vaasa, the African*; 6) Thomas Mofolo, *Chaka* (Kunene translation).

2018 marks the 70th anniversary of the December 10, 1948 signing of the Universal Declaration of Human Rights. Sign up for HIST 3301-701C for more human rights information!

HUMAN RIGHTS: AMERICA'S DILEMMA

Fulfills UC 2012: Historical Context (Level 1)

UC 2016: Historical Contexts Breadth

UC 2012 & 2016: Writing, Community Engagement

HIST 3301-701C

(Co-listed with HRTS 3301-701C)

Tue—6:30PM-9:20—126 Clements Hall

Prof. Rick Halperin—109 Clements Hall—214-768-3284 rhalperi@smu.edu

The study of human rights requires intellectual 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. Attention will also be given to the evolution of both civil and human rights as entities within global political thought and practice. There will be a specific focus of human rights law and moral pressures concerning the relief, remedy, and prevention of injustices to women. 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 required for purchase include: 1) Haas, Michael, *International Human Rights: A Comprehensive Introduction*; 2) Parry, John T., *Understanding Torture: Law, Violence and Political Identity*; 3) Cohn, Marjorie (ed.), *The United States and Torture: Interrogation, Incarceration, and Abuse*; 4) Cook, Rebecca, ed., *Human Rights of Women: National and International Perspectives*; 5) Gossett, Thomas F., *Race: The History of An Idea In America*; 6) Brown, Dee, *Bury My Heart at Wounded Knee*; 7) Black, Edwin, *War Against the Weak: Eugenics and America's Campaign to Create a Master Race*; 8) Balakian, Peter, *The Burning Tigris: The Armenian Genocide and America's Response*; 9) Friedlander, Henry, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution*; 10) Power, Samantha, "A Problem From Hell"—America and the Age of Genocide; 11) Harris, Sheldon H., *Factories of Death: Japanese Biological Warfare, 1932 - 45, and the American Cover-Up*; 12) Kiernan, Ben, *Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor*; 13) Robertson, Geoffrey, *Crimes Against Humanity: The Struggle for Global Justice*; 14) Hood, Roger, *The Death Penalty: A Worldwide Perspective*; 15) Banner, Stuart, *The Death Penalty: An American History*.

NOTE—THESE ARE AVAILABLE ONLINE: U.S. Committee for Refugees, World Refugee Survey, 2009 - http://www.refugees.org/resources/uscrr_reports/archived-world-refugee-surveys/2009-world-refugee-survey.html; UNHCR – UN Refugee Agency - <http://www.unhcr.org/cgi-bin/texis/vtx/home>

#SMUHistoryHunt

*Take and submit a selfie with the map in the
Department of History that includes the
Holy Roman Empire.*

The Nazi Party was unpopular in Germany in the 1920s. During the 1928 parliamentary elections, it received less than 3% of the vote. Even when its popularity began to rise in the early 1930s, it never received a majority of the vote. Take HIST 3363: The Holocaust to learn more about how and why Hitler was able to come to power.

PROBLEMS IN AMERICAN HISTORY: THE UNITED STATES AS A DEVELOPING NATION

Fulfills Historical Context II (2012)/Historical Context (2016)

HIST 3310-002

Tuesday/Thursday 11:00-12:20 | 107 Hyer Hall

Prof. Ariel Ron | 58C Dallas Hall | aron@smu.edu

Contrary to what we often assume, the United States was born a deeply divided colonial backwater facing an uncertain future. That it grew into the world's most powerful country was far from inevitable; at times, indeed, that looked quite unlikely. From the American Revolution to the outbreak of World War I, when the United States finally emerged as a major global power, Americans came into constant conflict among themselves and with others over multiple visions of their possible futures and over who was and was not an American. Over this period the United States resembled those countries we sometimes call the "developing nations" today. Although the idea of "development" is tricky and potentially misleading, it offers us something useful: a way to get critical distance from our common ideas about American history. In that spirit, this course does not attempt comprehensive coverage of the era, but rather proceeds through a series of episodes – many of them little known – that allow us to explore the historical development of the United States from unexpected angles. Lecture topics may include That Time Daniel Boone Tried to Become an Indian, Panic (!), Mob Nation, the War for the Borderlands, King Hay, How the Russian Steppes Made the Great Plains, and the Year the Nation Nearly Broke Apart during its Centennial Anniversary.

#SMUHistoryHunt

*Take a selfie
with the
William P. Clements
Center for
Southwest Studies
sign and be the first
to send it in!*

PROBLEMS IN AMERICAN HISTORY

HISTORY OF AFRICAN AMERICAN ATHLETES 1890 - 2000

Fulfills Historical Context II (2012)/Historical Context (2016)

HIST 3310-038

Tuesday/Thursday 2:00PM-3:20 PM | 101 Dallas Hall

Prof. Kenneth Hamilton | 52 Dallas Hall | kmarvin@smu.edu

History 1321, History of African American Athletes 1890 to 2000, is a course that focuses on the history of black sport figures, and teams with an all African American membership. It will also investigate the media's projection of African American athletes and the teams that they play for, as well as, how, over a hundred and 110 year span, both black and white sports fans commonly discussed black American athletes who participated in American sports.

"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness..." Declaration of Sentiments and Resolutions, Woman's Rights Convention, Seneca Falls, NY, July 1848 Sign up for HIST 3312-001 to learn more

WOMEN IN US HISTORY TO 1900

Fulfills UC 2012: Historical Contexts (Level 2);

Individuals, Institutions & Cultures (Level 2)

UC 2016: Historical Contexts – Breadth UC 2012 & 2016: Writing; Human Diversity

HIST 3312-001

Tuesday/Thursday—11:00AM-12:20PM—221 ACSH

Prof. Crista DeLuzio—56 Dallas Hall—214-768-3748 cdeluzio@smu.edu

This course surveys the history of American women from the colonial era to 1900 and provides an introduction to the major themes, questions, and problems organizing these three centuries of U.S. women's history. We will explore the diverse experiences of women in the past, including those of Native American women prior to and under colonization, African American women in slavery and freedom, women workers of many kinds, female immigrants, girls, mothers, reformers, and women's rights activists. We are interested in examining the ways in which women's sense of self and identity, private and public experiences, and power and status in American society have changed over time. We will pay careful attention to the ways in which gender—as a conceptual category and as a system of power relations—shaped and was shaped by various social, cultural, economic, intellectual, and political factors and forces during this period in U.S. history. Throughout, our focus will be on the ways in which gender was configured and experienced in relation to other forms of social difference, most notably race, ethnicity, class, sexual orientation, and age.

Readings include: 1) Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History* 2) Camilla Townsend, *Pocahontas and the Powhatan Dilemma* 3) Laurel Thatcher Ulrich, *A Midwife's Tale*; 4) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 5) Lori D. Ginzberg, *Elizabeth Cady Stanton: An American Life* 6) Louisa May Alcott, *Hospital Sketches*; 7) Various scholarly articles and primary sources accessed through the Web

AFRICAN AMERICANS IN THE UNITED STATES, 1607-1877

Fulfills UC 2012: Historical Contexts (Level 1)

UC 2016: Historical Contexts UC 2012 & 2016: Human Diversity

HIST 3313-001

Tuesday/Thursday—9:30AM-10:50—357 Dallas Hall

Prof. Kenneth Hamilton—315 Clements Hall—214-768-3598 kmarvin@smu.edu

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

Readings list is not available.

"My God, had women written histories like cloistered scholars in oratories, They'd have set down more of men's wickedness than all the sons of Adam could redress." Canterbury Tales, Geoffrey Chaucer
Find out more about women in early Europe - sign up for HIST 3329-001

HISTORY OF SEX IN AMERICA

Fulfills UC Pillars: Historical Contexts (Level 2) and Individuals, Institutions & Cultures

Fulfills UC Proficiencies & Experiences: Writing & Human Diversity

HIST 3316-001H

Tuesday/Thursday—2:00PM-3:20—136 Boaz

Prof. David D. Doyle, Jr.—Lower Level Clements Hall—214-768-2813 ddoyle@smu.edu

Emerging from such intellectual traditions as the social history, feminists, civil rights, and lesbian and gay movements the study of sexuality is an increasingly vibrant field—and a field that is opening up many long-static discussions of vital importance in American history. Considering sexual histories within such issues as slavery, European immigrations, or the interactions between European settlers and Native Americans, it is hard to arrive at a coherent picture without this work. Concepts such as social constructionism, and the ability to articulate gender and sexuality as distinct categories of analysis have given scholars the tools to significantly advance our knowledge of the past. This course will emphasize how gender and sexuality are two separate-if occasionally overlapping-categories. This semester the primary focus will be on the categories of race, gender, region, and social class in America—constant—although always changing—organizing metrics throughout the country's history. The course will move chronologically through American history looking at historical developments through the lens of gender and sexuality. Not surprisingly, this may be a history that is unfamiliar.

Readings include: 1) John D'Emilio & Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (3rd edition, 2012); 2) Thomas A. Foster, Editor, *Documenting Intimate Matters: Primary Sources for a History of Sexuality in America* (2013); 3) Laurel Thatcher Ulrich, *A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism, 1835-1870* (2017); 4) Rebecca Traister, *All the Single Ladies: Unmarried Women and the Rise of an Independent Nation* (2016); 5) Emily Epstein Landau, *Spectacular Wickedness: Sex, Race, and Memory in Storyville, New Orleans* (2010); 6) Bayard Taylor, *Joseph and His Friend* (1887); 7) Crystal N. Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching* (2009); 8) Adam Cohen, *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck* (2016); 9) Kevin Mumford, *Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis* (2016); 10) Colin R. Johnson, *Just Queer Folks: Gender and Sexuality in Rural America* (2013); 11) Judith Halberstam, *Female Masculinity* (selected chapters, 1998).

WOMEN IN EARLY MODERN EUROPE

Fulfills UC 2012: Individuals, Institutions & Cultures (Level 2) and, Historical Contexts (Level 2)

UC 2016: Breadth/Historical Contexts UC 2012 & 2016: Human Diversity; Oral Communications

HIST 3329-701

Tuesday/Thursday—2:00PM-3:20—157 Dallas Hall

Prof. Katherine Wellman—328 Dallas Hall—214-768-2970 kwellman@smu.edu

In this course we will study the influence of women in the intellectual movements of the early modern period, i.e., the Renaissance, the Reformation, the high culture of the seventeenth century, and the Enlightenment. We will also investigate the conditions of family life and work for women and the role women played in popular culture, political revolution, and literary and artistic production.

Readings include: Gene Brucker, *Giovanni and Lusanna*, Christine de Pizan, *The Book of the City of the Ladies*, Baldesar Castiglione, *The Book of the Courtier*, Natalie Davis, *The Return of Martin Guerre*, Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*, Alan Kors and Edward Peters, (eds) *Witchcraft in Europe*, Stephen Ozment, *The Burgermeister's Daughter*.

In 2015, Time Magazine named Mansa Musa, the emperor of Ancient Mali in the 14th Century, as the "Richest Person of All Time." Surprised? Sign up for HIST 2391 to learn about Mansa Musa

THE REVOLUTIONARY EXPERIENCE IN RUSSIA, 1900-1930

Fulfills UC 2012: Individuals, Institutions & Cultures (Level 2) and, Historical Contexts (Level 2)

UC 2016: Breadth/Historical Contexts UC 2012 & 2016: Global Engagement

HIST 3340-001

Tuesday/Thursday—9:30AM-10:50—116 Dallas Hall

Prof. Daniel Orlovsky—337 Dallas Hall—214-768-3746 dorlovsk@smu.edu

This course will trace the effects of the breakdown of the old regime and the establishment of Soviet power on Russian society and culture. It will examine the evolution of political and social institutions, ideologies, literature and the arts against the backdrop of the era's turbulent political history. Its purpose is to impart a sense of the totality of the revolutionary experience in what was essentially a non-Western society. Students should gain a sense of what a revolution is, what caused the upheavals in Russia, the nature of the society, the politics and culture that resulted from those upheavals and the implication of the experience for the Soviet Union today. The course will be taught in a lecture-discussion format.

Readings include: 1) Anton Chekhov, *Longer Stories from the Last Decade*; 2) Orlando Figes, *A Peoples Tragedy: The Russian Revolution*; 3) Gladkov, *Cement* 4) Mark Steinberg, *The Fall of the Romanovs*; 5) Mark Steinberg, *Voices of Revolution*, 1917.

#SMUHistoryHunt

*Visit one of the
archives on campus
and submit a photo of
archived materials
related to SMU or
Dallas history that
you find interesting*

CIVIL WAR AND RECONSTRUCTION

Fulfills UC 2012: Historical Contexts (Level 2). Fulfills UC 2016: Breadth/Historical Contexts

HIST 3347-001

Tuesday/Thursday—2:00PM-3:20— 102 Hyer Hall

Prof. Ariel Ron—58-C Dallas Hall—214-768-4034 aron@smu.edu

In the 1860s, a devastating Civil War exposed deep fault lines that have run through much of American history. Indeed, those fault lines continue to shape our world, so 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 in which 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 *outcome* 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 in one way or another with the meaning of this important event.

Readings list is not available.

*Egyptians placed curses on those who desecrated their tombs but the “Curse of the Mummy” said to have killed the archaeologists who discovered Tutankhamun’s tomb was invented by the press.
Want to know more? Take HIST 3350*

A HISTORY OF ANCIENT EGYPT

HIST 3350-001

Tuesday/Thursday-9:30AM-10:50AM—157 Dallas Hall

Prof. Melissa Barden Dowling-356B Dallas Hall-214-768-2976

A history of ancient Egyptian civilization from the construction of the pyramids to conquest by the Romans, explored through Egyptian literature, archaeology, and artifacts.

Readings include: 1) William Kelly Simpson, *The Literature of Ancient Egypt*; 2) Mark Lehner, *The Complete Pyramids*; 3) John F. Nunn, *Ancient Egyptian Medicine*; 4) E.A. Wallis Budge, *The Egyptian Book of the Dead*; 5) Gay Robbins, *The Art of Ancient Egypt*; 6) Emily Teeter, *Religion and Ritual in Ancient Egypt*; 7) other readings on ancient Egyptian archaeology, history and culture.

THE HOLOCAUST

Fulfills UC2012: Pillars/Individuals, Institutions & Cultures (Level 2);
UC2012: Pillars/Historical Contexts (Level 2); UC2016: Breadth/Historical Contexts;
UC2012 and UC2016: Proficiencies & Experiences/Writing

HIST 3363-001

Monday/Wednesday/Friday—11:00AM-11:50AM—357 Dallas Hall

Prof. Erin Hochman—64 Dallas Hall—214-768-3971 ehochman@smu.edu

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 anti-Semitism; the Nazis’ rise to power; the Nazi regime’s racial policies; the origins and implementation of the Final Solution; the motivations and actions of perpetrators, collaborators, and bystanders; the responses of Jews, homosexuals, Roma and Sinti, and others to persecution; the possibilities for resistance; and the memory and memorialization of the Holocaust in the postwar period.

Readings include: 1) Doris Bergen, *War and Genocide: A Concise History of the Holocaust*; 2) Donald Niewyk (ed.), *The Holocaust: Problems and Perspectives of Interpretation*; 3) Robert Moeller, *The Nazi State and German Society*; 4) Ruth Kluger, *Still Alive: A Holocaust Girlhood Remembered*; 5) Gitta Sereny, *Into That Darkness: An Examination of Conscience*; 5) additional primary and secondary sources.

#SMUHistoryHunt

*Take and submit a selfie in front of the
oldest building on campus*

Did you know that Texas rancheros, mustangs, and longhorns helped defeat the British in the American Revolution? To learn more, sign up for HIST 2311

CONSUMER CULTURE IN THE UNITED STATES

Fulfills UC 2012: Historical Contexts (Level 2); Creative & Aesthetics (Level 2)

UC 2016: Breadth/Historical Contexts; Depth/Humanities & Fine Arts

HIST 3364-001

Tuesday/Thursday – 11:00AM-12:20PM—101 Dallas Hall

Prof. Alexis McCrossen—352 Dallas Hall—214-768-3676 amccross@smu.edu

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 a research paper.

THE NEW SOVIET HISTORY

HIST 3365-004

Tuesday- 2:00PM-4:50PM – 120 Dallas Hall

Prof. Daniel Orlovsky – 337- Dallas Hall- 214-768-3746 dorlovsky@smu.edu

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

Readings include: 1) L. Siggelbaum, *Cars for Comrades*; 2) D. Koenker, *Club Red: Vacation Travel and the Soviet Dream*; 3) S. Lovell, *The Shadow of War, Russia and the USSR 1941 to the Present*; 4) S. Barnes, *Death and Redemption: The Gulag and the Shaping of Soviet Society*; 5) R. Manley, *To the Tashkent Station*; 6) S. Bittner, *The Many Lives of Khrushchev's Thaw: Experience and Memory in Moscow's Arbat 1953-1968*; 7) S. Plokhy, *The Last Empire: the Final Days of the Soviet Union*; 8) P. Jones, *Myth, Memory, Trauma; Rethinking the Stalinist Past in the Soviet Union (1953-1970)*; 9) J. Hellback, *Revolution on my Mind: Writing a Diary Under Stalin*; 10) J. Plamper, *The Stalin Cult: A Study in the Alchemy of Power*; 11) K. Clark, *Moscow the Fourth Rome*; 12) K. Brown, *A Biography of No Place; from Ethnic Borderland to Soviet Heartland*; 12) Y. Gorlizki, *Stalin and the Soviet Ruling Circle, 1945-1953*; 13) J. Fuerst, *Stalin's Last Generation: Soviet Post War Youth and the Emergence of Mature Socialism*; 14) Robert Edelman, *Spartak Moscow: A History of the People's Team*.

#SMUHistoryHunt

*Take a selfie with the SMU building
that once was a female dormitory and
now has offices and classrooms.*

*According to some social commentators, we are now living through a “new Gilded Age.”
Are they right? If so, why does it matter? Take HIST 5345 to find out.*

**PROBLEMS IN EUROPEAN HISTORY:
REFORM, REPUBLIC, TERROR and EMPIRE: THE FRENCH REVOLUTION, 1787-1804**

Fulfills UC 2012: Historical Contexts (Level 2)

UC 2016: Breadth/Historical Contexts

HIST 3365-001

Monday/Wednesday/Friday – 10:00AM-10:50AM—107 HCSH

Prof. Laurence Winnie—63 Dallas Hall—214-768-2980 lwinnie@smu.edu

This course explores the development of the French Revolution from its eighteenth-century origins as a movement for reform of the Absolute Monarchy through a succession of state forms: constitutional Monarchy, Republic, government of the Terror, Directory and the First Empire. It accents the divisions among the French people and the unstable yet powerful political and social dynamics that the French Revolution released into France, Europe and the world—dynamics still evident in how we think about modern states and politics. Readings (all English) include a textbook, collection of topical essays and two film's: Renoir's *La Marseillaise* (1938) and Wajda's *Danton* (1982).

PROBLEMS IN EUROPEAN HISTORY: THE BLACK DEATH

Fulfills UC 2012: Historical Contexts (Level 2)

UC 2016: Breadth/Historical Contexts

HIST 3365-003

Monday/Wednesday/Friday – 2:00PM-2:50PM—106 Dallas Hall

Prof. Bianca Lopez—58B Dallas Hall—214-768-3683 biancal@smu.edu

Does disease influence society? If so, what kind of impact does it have? In this course, we will look at the role of plague in the Renaissance and examine the various reactions to epidemic mortality in the fourteenth and fifteenth centuries. Readings will range from first-hand chronicle accounts of the disease, to medical responses to its impact, religious reactions to vast human mortality, sources on everyday life and plague, and the role of the *danse macabre* in art and literature. From 1348, the bubonic plague ravaged Western Europe, decimating up to two-thirds of the population. The devastation did not end there, however, as plagues continued to wreak havoc on town and country alike in five- to fifteen-year intervals. The role of pandemic in late medieval and early modern European history was enormous; the resulting demographic collapse directly influenced social, economic, cultural, and scientific developments in the centuries to follow. Microbes and viruses have a history. They don't exist in a biological vacuum, but *are* events, meaning they have causality, agency, and play a part in history. Successful completion of this class will result in approaching disease in new ways: considering the social and cultural ramifications for epidemics and identifying how disease causes societal change.

*Learn about the time Daniel Boone tried to become an Indian...
Sign up for HIST 3310-002 to learn more!*

**PROBLEMS IN EUROPEAN HISTORY:
SURVIVING FASCISM AND COMMUNISM IN EAST-CENTRAL EUROPE**

Fulfills UC 2012: Historical Contexts (Level 2)

UC 2016: Breadth/Historical Contexts

HIST 3366-001

Monday/Wednesday/Friday – 2:00PM-2:50PM—115 Dallas Hall

Prof. Brandon Miller—58A Dallas Hall—214-768-4543 bgmiller@smu.edu

The lands of East-Central Europe—an ill-defined area located between Germany and Russia—served as a laboratory for modern challenges to liberal democracy in the form of authoritarianism, fascism, and communism during the twentieth century. These ideologies profoundly reshaped the political, social, economic, and cultural landscape of East-Central Europe. Amid these transformations, millions of ordinary people struggled to survive. This course aims to tell their story as a way of understanding the experience of twentieth century where its upheavals were most acutely felt. In doing so we will cover and question major themes in the histories of the region, such as: the growth of the nationalism and its relationship to imperial decline, the failures of democracy during the interwar period, the Second World War and Holocaust, the establishment of Communist regimes, everyday practices and economies, the revolutions of 1989, and post-socialist transitions.

Readings include: 1) Karel Berkhoff, *Harvest of Despair*; 2) Paulina Bren and Mary Neuberger, *Communism Unwrapped*; 3) Slavenka Drakulić, *How We Survived Communism and Even Laughed*; 4) Heda Margolius Kovaly, *Under a Cruel Star*; 5) Milan Kundera, *The Joke*; 6) and other selected primary and secondary readings.

THE FIRST WORLD WAR AND ITS IMPACT

Fulfills UC2012: Pillars/Historical Contexts (Level 2); UC2012: Pillars/Individuals, Institutions & Cultures (Level 2);

UC2016: Breadth/Historical Contexts; UC2012 and UC2016: Proficiencies & Experiences/Writing

HIST 3381-001

Monday/Wednesday—3:00PM-4:20PM—115 Dallas Hall

Prof. Erin Hochman—64 Dallas Hall—214-768-3971 ehochman@smu.edu

We are currently in the midst of the 100th anniversary of the First World War, a conflict that continues to shape the world today. When the great powers declared war on one another in August 1914, many Europeans enthusiastically greeted the news. As young men marched off to the front lines, soldiers, political leaders, and civilians alike believed that the conflict would be over by Christmas. Four years and 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.

Erich Ludendorff, who was featured as a villain in the recent Wonder Woman film, really existed. He was part of the Supreme command of the German armed forces from 1916 until 1918 and helped to establish a military dictatorship at the time. To learn more about the war, take HIST 3328: The First World War and its Impact.

MODERN MIDDLE EAST: 1914-PRESENT

Fulfills UC2012: Pillars/Historical Contexts (Level 2)

Fulfills UC2016: Breadth: Historical Contexts

HIST 3390-001

Monday/Wednesday -3:00PM-4:20PM – 149 Dallas Hall

Prof. Sabri Ates – 65 Dallas Hall – 214-768-2968 sates@smu.edu

This course seeks to provide a broad introduction to history and politics of the modern Middle East. We begin by examining the cultural, ethnic and religious diversity in the region and questioning the very usefulness of the term “Middle East” for a region that stretches from North Africa to Central Asia. After offering a brief historical perspective on the Safavid and Ottoman past (the 16th-18th centuries), the course concentrates on the long nineteenth century and twentieth centuries. Topics that we will concentrate on include but are not limited to: challenges of modernization and Middle Eastern responses, WWI and the dismantling of the Ottoman Empire; the founding of the post-Ottoman state system; the predicament of minorities in the new ethno-nationalist states; the struggle over Palestine; Iran from semi-colonial past to Islamic Revolution; Turkey from authoritarian secularism to authoritarian Islamism; the rise of Arab nationalism; Ba’athist Syria and Iraq, and Iraq from the rise of Ba’thist fascism to the American invasion.

Required books will include: 1) William Cleveland, *A History of the Modern Middle East*; 2) Gelvin James L., *The Israel-Palestine Conflict*; 3) Hiner Saleem, *My Father’s Rifle*.

JUNIOR SEMINAR:

UNITED STATES SOCIAL AND CULTURAL HISTORY

Fulfills UC2012: Pillars/Historical Contexts (Level 2)

UC2016: Depth/History, Social, and Behavioral Sciences

Writing, Oral Communication; Information Literacy

HIST 4300-041

Tuesday/Thursday—2:00PM-3:20—117 HCSH

Prof Alexis McCrossen—322 Dallas Hall—214-768-3676 amccross@smu.edu

This seminar encourages students to work intensively with primary sources while developing an original argument about an aspect of United States social or cultural history. Research topics might draw from the history of consumer culture, sports, business, immigration, migration, entertainment, as well as many other topics. Students will write and present a 25-page research paper. The course is primarily devoted to the steps involved in researching and writing a lengthy research paper.

Reading include: articles on US social and cultural history; Mary Lynn Rampolla's *A Pocket Guide to Writing in History*; and Jenny Presnell's *The Information-Literate Historian: A Guide to Research for History Students*.

#SMUHistoryHunt

*Visit the Meadows
Museum.*

*Take and submit
a selfie
with your favorite
work of art
in the museum.*

"My place in history will depend on what I can do for the people and not on what the people can do for me." William Jennings Bryan

THE BIRTH OF MODERN AMERICA, 1877-1919

HIST 5345-001

Thursday 2:00PM-4:50PM – 120 Dallas Hall

Prof. Crista DeLuzio - 56 Dallas Hall – 214-768-3748 cdeluzio@smu.edu

This seminar explores the history of the United States from 1877-1919. During these decades surrounding the turn of the twentieth century, tremendous changes in all areas of life – economic, social, technological, political, intellectual, and cultural – converged to forge the United States into a modern nation. These were decades marked by great uncertainty, conflict, and suffering, as well as by remarkable innovation, resilience, solidarity, and hope. Topics and themes that we will examine include: industrialization and technological change; urbanization; migration and immigration; expansionism, imperialism and war; class, race, gender and age relations; the rise of a mass consumer culture; and myriad movements for social reform and social change on behalf of such causes as racial equality, women's rights, children's welfare, economic justice, and international peace.

Readings Include: 1) Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*; 2) Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877*; 3) David Nasaw, *Andrew Carnegie*; 4) James Green, *Death in the Haymarket: The Story of Chicago, The First Labor Movement and the Bombing that Divided Gilded Age America*; 5) Charles Postel, *The Populist Vision* 6) Edward Bellamy, *Looking Backward*; 7) Louise W. Knight, *Jane Addams: Spirit in Action* 8) Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*; 9) Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*; 10) Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* 11) John Kasson, *Houdini, Tarzan and the Perfect Man: The White Male Body and the Challenge of Modernity in America*; 12) Thomas Knock, *To End All Wars: Woodrow Wilson and the Quest for a New World Order* 13) E.L. Doctorow, *Ragtime*

DEPARTMENTAL DISTINCTION

[Restricted to History Majors]

HIST 4375-P##

History majors with a sufficiently high academic 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 43750). Such a major research project might well develop out of the 5000-level seminar or HIST 4300, the junior seminar. The research project will be presented as a thesis before the end of the semester. The successful honors graduate must pass an oral examination on the thesis.

#SMUHistoryHunt

*Take a selfie
with the shelf of
recently published
books by SMU
history professors.*

"A study of the history of opinion is a necessary preliminary to the emancipation of the mind." John Maynard Keynes

INTERNSHIP IN HISTORY

[Requires Instructor Approval]

HIST 4397-P##

This course is an opportunity for students to apply historical skills in a public setting working with a supervisor of the student's work and a professor assessing the academic component of the project. Prerequisites: Junior or senior standing and at least a 2.5 overall GPA.

INDEPENDENT STUDY

HIST 4398-P## or HIST 4399-P##

History majors in the second semester of their junior year may apply to the Chair of the History Department or to the Undergraduate Director to pursue a personally designed course of study under the guidance of an appropriate professor during the junior or senior year.

"History is a guide to navigation in perilous times. History is who we are and why we are the way we are." David McCullough

GRADUATE COURSES

HISTORIOGRAPHY

HIST 6300-001

Tuesday—3:30PM-6:20—137 Dallas Hall

Prof. Melissa Barden Dowling – 356B Dallas Hall – 214-768-2976

This seminar will introduce graduate students to the main theoretical and methodological developments in the writing and analysis of history across time. From the Greek invention of analytical history to current practices of professional historians, we will study how and why our understanding of our human past has changed. This course is intended to provide students with a foundation in which to frame their own areas of specialization.

Readings List is not available.

COLLOQUIUM: AMERICA TO 1815

HIST 6301-001

Monday—12:00PM-2:50PM—317 HCSH

Prof. John Chávez—67 Dallas Hall—214-768-2975 jchavez@smu.edu

To explain the global phenomenon of colonization, scholars have developed sophisticated theories, including formal, internal, and postcolonialism, that have evolved into a colonial paradigm that has profoundly affected the study of history. This graduate colloquium focuses on colonialism and its effects on North American history from hemispheric contact through the War of 1812, and on the historiography covering that era. As we review the history of the continent and the interaction of its indigenous peoples with Europeans and Africans, we will study the many ways historians have interpreted those events and processes. While reading a few books in common, students will report on select surveys and monographs of early and more recent publication as we trace the historiography to the present. Assignments include book reviews, a bibliographical essay, and oral presentations.

Tentative readings include: 1) Jurgen Osterhammel's *Colonialism: A Theoretical Overview*; 2) D.W. Meinig's *The Shaping of America*, vol I, *Atlantic America, 1492-1800*; 3...) others individually assigned.

#SMUHistoryHunt

*Submit an original work of art
(drawing, photo, painting)
which pertains to history or
illustrates something or
someone from history. One
submission will be selected as
the cover of the spring 2019
Department of History Course
Booklet AND the artist will
win a Starbucks gift card.
Other entries may be featured
in future booklets with the
artists' permission.*

"Neither the life of an individual nor the history of a society can be understood without understanding both." C. Wright Mills

GLOBAL AND COMPARATIVE HISTORY

HIST 6315-001

Wednesday—9:00AM - 11:50AM—318 HCSH

Prof. Sabri Ates—65 Dallas Hall—214-768-2968 sates@smu.edu

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, borderland studies, and comparative methods. Aside from weekly response papers, each student will be asked to produce a book review of 1500 words, and write a research paper that situates itself within one of the historiographical traditions covered.

Required Books: Braudel, Fernand, *Mediterranean and the Mediterranean World in the Age of Phillip II*, Vol. I-II; Darnton, Robert. *The Great Cat Massacre*, New York: Basic Books, 1984; Lockman, Zachary, *Contending visions of the Middle East*, (New York: Cambridge University Press, 2004; Scott, James. *The Art of Not Being Governed*. New Heaven: Yale University Press, 2009; C. A. Bayly, *The Birth of the Modern World, 1780-1914*, Blackwell, 2003

HISTORY AS AN ACADEMIC PROFESSION

HIST 6322-002

Wednesday 3:00PM - 5:50PM - 120 Dallas Hall

Prof. Kenneth Andrien—225 Dallas Hall kandrien@smu.edu

This course intends to help students complete various academic tasks needed to complete the doctorate and make the transition from being a graduate student to a practicing professional historian. The course assumes that most students will seek academic tenure-track teaching positions, although it will provide some guidance about seeking alternative careers in public history, government, or the private sector. Assignments will include writing a curriculum vitae, book reviews for scholarly journals, an article submission letter, an article prepared for submission, course syllabi, a teaching philosophy statement, a grant application, a dissertation prospectus, a job application letter.

Readings include: Steven M. Cahn, *From Student to Scholar: A Candid Guide to Becoming a Professor*; Jo Guldi and David Armitage, *The History Manifesto*; Selected Articles for different topics

#SMUHistoryHunt
Research, Research,
Research...

Visit one of the SMU
Libraries and take a
selfie with the
reference desk.

Take History, Make History

HISTORY FACULTY—Fall Term

P06	<i>Kenneth J. Andrien</i>	Kahn Chair in History
P04	<i>Sabri Ates</i>	Associate Professor
	<i>Rachel Ball-Phillips</i>	Adjunct Lecturer
P15	<i>John R. Chávez</i>	Professor; Director, Graduate Studies
P22	<i>Edward F. Countryman</i>	University Distinguished Professor
P24	<i>Crista J. DeLuzio</i>	Associate Professor; Altshuler Distinguished Teaching Professor
P26	<i>Melissa Barden Dowling</i>	Associate Professor; Altshuler Distinguished Teaching Professor; Director of Classical Studies
	<i>David D. Doyle, Jr.</i>	Adjunct Assistant Professor; Director, University Honors Program
P10	<i>Jeffrey A. Engel</i>	Associate Professor; Director, Center for Presidential History
P12	<i>Katherine C. Engel</i>	Associate Professor
P27	<i>Neil Foley</i>	Dedman Chair in History; Co-Director, Clement Center for SW Studies
P28	<i>Andrew R. Graybill</i>	History Dept. Chair; Co-Director, Clement Center for SW Studies
P03	<i>Jo Guldi</i>	Assistant Professor
P33	<i>Rick Halperin</i>	Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P29	<i>Kenneth M. Hamilton</i>	Associate Professor; Director, Ethnic Studies Program
P38	<i>Erin R. Hochman</i>	Associate Professor
P41	<i>Jill E. Kelly</i>	Assistant Professor
P43	<i>Thomas J. Knock</i>	Professor; Altshuler Distinguished Teaching Professor
P05	<i>Bianca Lopez</i>	Assistant Professor
P50	<i>Alexis M. McCrossen</i>	Professor
	<i>Brandon Miller</i>	Visiting Assistant Professor
P80	<i>Daniel T. Orlovsky</i>	Professor; Bouhe Research Fellow in Russian Studies
P02	<i>Ariel Ron</i>	Assistant Professor
P93	<i>Kathleen A. Wellman</i>	Professor; Dedman Family Distinguished Professor
P84	<i>Laurence H. Winnie</i>	Senior Lecturer; Director of Undergraduate Studies

NOTE: The “P number” is the section number for a directed studies course that identifies the instructor, i.e., HIST 4398-P06 is a course with Prof. Andrien.



Phi Alpha Theta

The National Honor Society

in History

The Clements Department of History at SMU is pleased to sponsor membership in our Eta chapter of Phi Alpha Theta for any junior or senior History major who has a 3.0 or higher overall GPA and 3.5 or higher GPA in at least 18 semester hours of history courses (only three credit hours of online, transfer, or AP credits can be counted).