

HISTORY COURSES at SMU



*"I'm looking for a career that won't be obsolete
before my student loan is paid off."*

SUMMER and FALL 2016

*William P. Clements Department of History
Dedman College*

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 SINCE 1527

Fulfills UC Pillars: Historical Contexts (Level 1), Individuals, Institutions & Cultures (Level 1)
Proficiencies/Experiences: Global Engagement

HIST 1312-001

MonWedFri—12:00PM-12:50—357 Dallas Hall

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

Western Civilization courses have come under fire in recent years as vehicles promoting Eurocentric visions of the past that exclude the contributions of non-European societies and cultures to the global historical fabric. Yet, understanding the inheritances of “Western” (which means, of course, European) history remains vital for comprehending developments in our own time. For this reason, this course proposes a rethinking of an old concept. Starting at the dawn of the early modern period and concluding with a consideration of the idea of the “West” in the twenty-first century, this course introduces students to the myriad connections between Europe and the rest of the globe. As European powers spread across the seas, developments on the continent impacted other civilizations and ideas born in the “old world” shaped the new. In turn, contact changed Europe and Europeans. Topics to be considered include: the development of humanism during the Renaissance, Christian reformation (and counter-reformation); slavery and the Atlantic slave trade, aftershocks of the French Revolution, industrialization and the birth of capitalism, modern challenges to democracy, decolonization, Americanization of European culture, and the unification of Europe after the Cold War.

Readings include: 1) Chinua Achebe, *Things Fall Apart*; 2) Laurent Dubois, *Avengers of the New World*; 3) Georges Perec, *Things: A Story of the Sixties*; 4) Wolfgang Schivelbusch, *The Railway Journey*; 5) and other selected primary and secondary readings.

INTRODUCTORY TOPICS IN EUROPEAN HISTORY: QUEENS AND MISTRESSES OF RENAISSANCE FRANCE

Fulfills UC Pillars: Historical Contexts (Level 1)

Proficiencies/Experiences: Writing

(class restricted to students in the Honors Program)

HIST 1322-001H

TueThu—11AM-12:30—115 Dallas Hall

Prof. Kathleen Wellman—337DH—214-768-2970 kwellman@smu.edu

This course is designed to introduce first year students to the history of early modern France, the history of women, and the discipline of history by focusing on a series of French queens and royal mistresses as a way to explore these issues.

Readings include: 1) Michael Baxandall, *Painting and Experience*; 2) R. J. Knecht, *Renaissance France*; 3) Marguerite de Navarre, *Heptameron*; 4) Marguerite de Valois, *Memoirs*; Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*.

**OUT OF MANY:
HISTORY OF THE UNITED STATES TO 1877**
Fulfills UC Pillar: Individuals, Institutions & Cultures (Level 1)

HIST 2311-001

MonWedFri—9:00AM-9:50—116 Dallas Hall

Prof. John Chávez—55-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 (Tentative): 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*.

**OUT OF MANY:
HISTORY OF THE UNITED STATES TO 1877**
Fulfills GEC Perspectives-History Requirement
Fulfills UC Pillars: Individuals, Institutions & Cultures (Level 1)

HIST 2311-002

TueThu—11:00AM-12:20—201 Hyer Hall

Prof. Edward Countryman—333 Dallas Hall—214-768-2907 ecountry@smu.edu

The course will be introductory, but it will not be a “survey.” We will deal with three great problems: first, the encounter of strangers between the Viking voyages (about 1000 CE) and roughly 1700 CE; second, how one group of “colonial Americans” took control of their own part of the world during the American Revolution; third, how the problem of slavery in the land of the free nearly destroyed the American Republic. There will be no textbook; instead we will work with primary sources, meaning whatever the people who were involved left behind. Americans today live with the consequences of what our subjects did. But we will try to encounter them on their own terms.

Readings include: 1) Geoffrey Symcox and Blair Sullivan, *Christopher Columbus and the Enterprise of the Indies*, 2) Allan Greer, *The Jesuit Relations*, 3) Neal Salisbury, *The Sovereignty and Goodness of God*, 4) Benjamin Franklin, *The Autobiography of Benjamin Franklin*, 5) Thomas Jefferson, *Notes on the State of Virginia*, 6) Frederick Douglass, *My Bondage and My Freedom*, 7) Kathryn Kish Sklar, *Women’s Rights Emerges from the Anti-Slavery movement*, 8) Paul Finkelman, ed., *Defending Slavery*.



“It’s a concussion, Sven—you’re sitting out the next siege.”

UNFINISHED NATION: HISTORY OF THE UNITED STATES SINCE 1877

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

HIST 2312-001

MonWed—3:00PM-4:20—153 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, 6th edn.); 2) Gorn, Roberts, Bilhartz, eds., *Constructing the American Past* (Vol. II, 7th edn.).

LIFE IN THE MEDIEVAL WORLD, 306-1095

HIST 2350-001

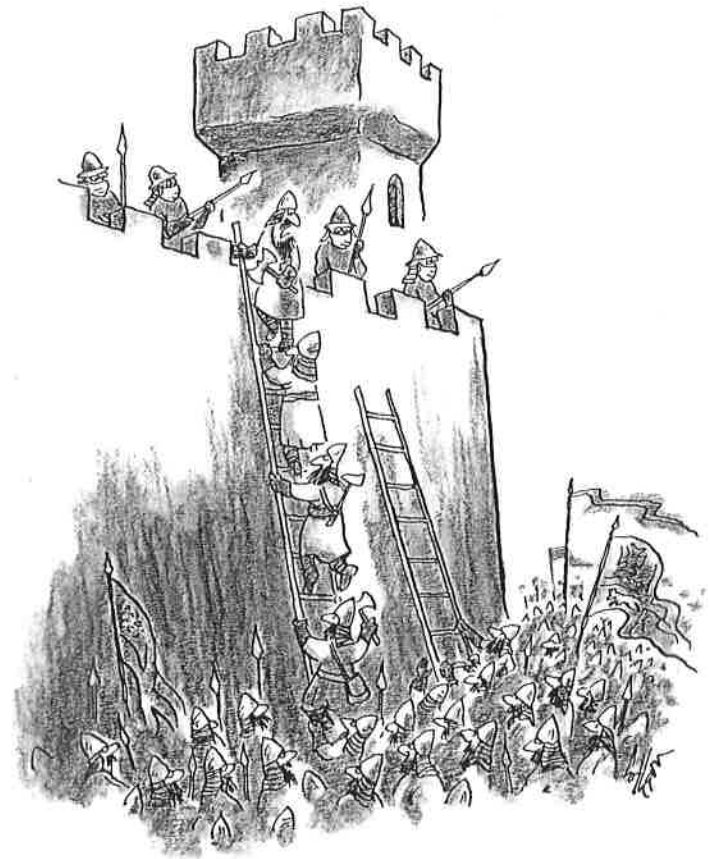
TueThu—2:00PM-3:20—138 Dallas Hall

Prof. Jeremy Adams—67 Dallas Hall—214-768-2969

jadams@smu.edu

This course is a sweeping survey of the political, social, and intellectual history of Western and Central Europe from the slowly dissolving order of the Roman Empire to the constitution of a new order of Christian society, by way of the institution of feudalism. Central forces and individual cases both discussed, in an interdisciplinary mode (i.e., religion, literature, and art as well as society and politics).

Readings include: 1) A.H.M. Jones, *Constantine and the Conversion of Europe*; 2) *The Benedictine Rule*; 3) Gregory the Great, *Life of St. Benedict*; 4) Heinrich Fichtenau, *The Carolingian Empire*; 5) Einhard and Notker the Stammerer, *Two Lives of Charlemagne*; 6) Simon Keynes and Michael Lapidge, *Alfred the Great*; 7) Snorri Sturlason, *King Harald's Saga*; 8) Carl Stephenson, *Medieval Feudalism*; 9) Judith M. Bennett and C. Warren Hollister, *Medieval Europe: A Short History*.



"Go back! The place is full of mold!"

LATIN AMERICA IN THE COLONIAL PERIOD

Fulfills UC Pillars: Historical Contexts (Level 1)
Proposed to fulfill UC Pillars: Individuals, Institutions, Cultures (Level 1)
Fulfills UC Ways of Knowing requirement

HIST 2384-001C

(Co-listed with PLSC 3348-001C)

TueThu—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 Pillars: Historical Contexts (Level 1); Individuals, Institutions, and Cultures (Level 1); and
UC Proficiencies & Experiences: Human Diversity, and Global Engagement

HIST 2391-001

MonWedFri 11:00AM-11:50—357 Dallas Hall

Prof. Jill Kelly—58E 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).



"I had to stop watching the news—it was making my own problems seem insignificant."

CHINA BEFORE 1850

Fulfills UC Pillars: Historical Contexts (Level 1) and
UC Proficiencies & Experiences: Human Diversity

HIST 2394-001C

(Co-listed with WL 3397-001C)

TueThu—9:30AM-10:50—101 Dallas Hall

Prof. Ling Shiao—63-Dallas Hall—214-768-3683 lshiao@smu.edu

This course provides a general introduction to the historical development of China from the antiquity (~2000 BCE) to the late imperial times (~1600). The lectures and discussions are organized both chronologically and thematically. Our primary focus will be the aspects of Chinese history that contributed to the construction of the Chinese cultural identity and world view today. These aspects include major intellectual traditions of Confucianism, Daoism, Legalism, and Buddhism; the imperial bureaucracy and civil service examination system; empire-building and alien rules; the economic and technological developments; popular and material cultures. We will also unravel certain myths about China that persist in the West, including the myths of a homogenous and unchanging traditional China. Throughout the semester, you will be exposed to images and music as well as popular Chinese aphoristic phrases (*chenyu*) that capture the spirit of a particular era. No previous background in Chinese history is expected.

Readings include: 1) Patricia B. Ebrey, *Cambridge Illustrated History of China*; 2) Mair, Victor, et.al. eds. *Hawai'i Reader in Traditional Chinese Culture*; 3) Luo Guanzhong, *The Romance of the Three Kingdoms* (a 14th century historical novel about the 2nd century Three Kingdoms era) 4) *Celebrated Cases of Judge Dee* (an 18th century detective novel); 4) Wu, Ch'eng-En. *Monkey: Folk Novel of China* (a 16th century adventure story); 5) Wills, John, Jr. *Mountain of Fame: Portraits in Chinese History*.

HUMAN RIGHTS: AMERICA'S DILEMMA

Fulfills UC Pillars: Historical Contexts (Level 1); and
Proficiencies & Experiences: Community Engagement, and Writing

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 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*



"I thought we agreed—no moms!"

BLACKS AND THE CIVIL RIGHTS MOVEMENT

Fulfills UC Pillars: Historical Contexts (Level 1) and
UC Proficiencies & Experiences: Human Diversity

HIST 3304-001

TueThu—2:00PM-3:20—102 Hyer Hall

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

An investigation of the actions and reactions of African Americans during the origin, evolution and decline of the Civil Rights Movement. In the effort to secure an understanding of the era and the life experiences of blacks, course materials will focus on the history of black Americans from the Depression through the mid-1970s. The course's professor will give particular attention to the post-World War II migration of African Americans, the change in white America's concept of race, the relative increase in the prosperity of blacks, the clashes between integration and black nationalism, and the lives of black individuals who played nationally significant roles in the Civil Rights Movement.

Readings list is not available.

HISTORY OF HISPANICS IN THE U.S. THROUGH FILM

UC Pillars: Historical Contexts (Level 2) and
Creativity and Aesthetics (Level 2);
Proficiencies/Experiences: Information Literacy and
Human Diversity

HIST 3308-801

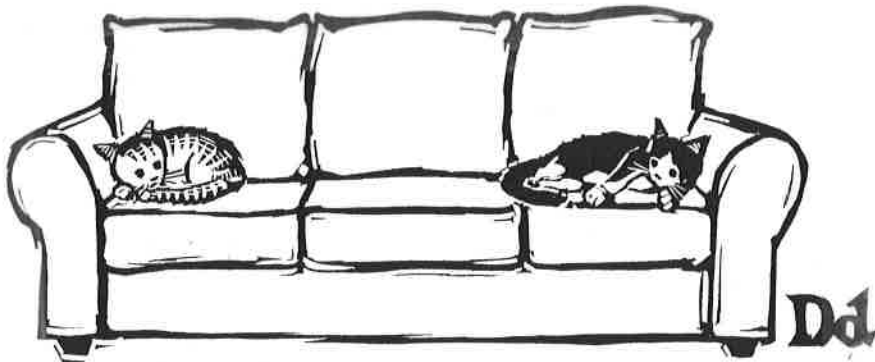
MWF 11:00AM-11:50—115 Dallas Hall

LAB HIST 3308-N10—Wed 3:00PM-5:50—131 Dedman Life Science

Prof. John Chávez—55-DH—214-768-2975 jchavez@smu.edu

In this course we will examine selected events and developments in the histories of Mexican Americans, Puerto Ricans, Cuban Americans, and other Latinos as depicted in film and video, in movies and television. The objective is to understand how these powerful media have shaped society's views of Hispanic participation in the history of the United States. While we will learn to recognize distortions and stereotypes, we will also learn to recognize positive depictions of Latino history. While feature films will be stressed, documentaries, cartoons, commercials, and television series may also be examined. [Enrollment required in both lecture and lab sections.]

Tentative Readings include: 1) Charles Ramírez Berg, *Latino Images in Film*; 2) Clara Rodríguez, *Heroes, Lovers, and Others*; 3) Marcelo Suárez-Orozco et al., *Latinos: Remaking America*; 4) Juan González, *Harvest of Empire: The History of Latinos in America*; 5) Kate Turabian, *Manual for Writers of Term Papers*.



"Every day I live in fear that our jobs will be replaced by pillows."

**PROBLEMS IN AMERICAN HISTORY:
THE GATHERING STORM: CAUSES OF THE CIVIL WAR**

Fulfills UC Pillars: Historical Contexts (Level 2)

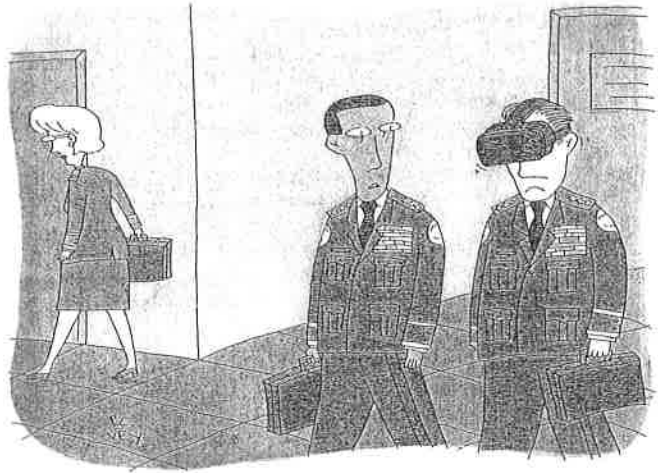
HIST 3310-001

TueThu—11:00AM-12:20—107 Hyer Hall

Prof. Ariel Ron—58C Dallas Hall—214-768-4043

The Civil War changed the course of U.S. history more than any other event—including, arguably, the creation of the republic itself. In many ways we continue to live in its aftermath. This course examines the period from roughly the Declaration of Independence in 1776 to the firing on Fort Sumter in 1861 to identify the factors that caused the American political system to implode, bringing about a horrific war and the final destruction of chattel slavery in the United States. We will consider the character and growth of “second slavery”; the rise of the abolitionist movement and the response by pro-slavery theorists; the economic and social development of the northern states; the sectional friction generated by western expansion; the temporary stabilization provided by the party system; and the ways that developments seemingly unrelated to slavery nevertheless contributed to deepening the chasm between North and South. In addition, we will ask what it means, in general, to try to identify the causes of complicated historical events.

Readings include: 1) Charles B. Dew, *Apostles of Disunion*; 2) Adam Rothman, *Slave Country*; 3) Jon Grinspan, “Young Men for War”; 4) Kenneth Greenberg, “The Nose, the Lie and the Duel”; 5) Harriet Jacobs, *Incidents in the Life of a Slave Girl*; 6) Frederick Law Olmstead, *A Journey in the Seaboard Slave States*; as well as other primary and secondary sources.



“How’s the war going?”

**PROBLEMS IN AMERICAN HISTORY:
EAST AND WEST IN “COLONIAL” AMERICA**

Fulfills UC Pillars: Historical Contexts (Level 2)

HIST 3310-002

TueThu—2:00PM-3:20—157 Dallas Hall

Prof. Edward Countryman—333 Dallas Hall—214 768-2907 ecountry@smu.edu

This experimental course will explore an understanding of “Colonial America” that historians have shaped in recent years, most notably former Fellows at the Clements Center for Southwest Studies at SMU. Rather than understanding the subject in terms of the East-Coast Anglophone Colonies, it will approach the subject as a web of connections that linked different sorts of settler-colonists (Spanish, French, Dutch, and English) that crisscrossed much of the North American Continent by the early eighteenth century. Much of this scholarship is very advanced and, presently available only in (expensive) hardcover editions. For that reason the class will rely heavily on Library Reserves and individual reports.

Readings required for purchase will include: 1) Juliana Barr, *Peace Came in the Form of a Woman*, 2) Brett Rushforth, *Bonds of Alliance*, 3) Timothy Shannon, *Iroquois Diplomacy on the Early American Frontier*, 4) Pekka Hamalainen, *The Comanche Empire*, 5) Alan Taylor, *American Colonies*, 6) David J. Weber, *The Spanish Frontier in North America*.

**PROBLEMS IN AMERICAN HISTORY:
THE POLITICS OF CAPITALISM:
LAND AND FREEDOM IN NINETEENTH-CENTURY AMERICA**

Fulfills UC Pillars: Historical Contexts (Level 2)

HIST 3310-003

MonWed—3:00PM-4:20—156 Dallas Hall

Prof. Ariel Ron—58C Dallas Hall—214-768-4043

The politics of capitalism are back with a vengeance. We tend to think this is all about “jobs,” but it is also about who controls space, as the collapse of the real estate bubble in 2008 made evident. This course introduces students to an earlier era of American history, the nineteenth century, when a developing capitalist economy provoked struggles over land that shaped politics in numerous ways. The idea that land and freedom go together was especially powerful in this era. It underpinned the famed Jeffersonian ideal of yeoman independence and the unredeemed promise of “forty acres and a mule.” The nineteenth century also witnessed the gradual and often violent creation of a national land market that brought land and freedom together for some at the expense of others. By examining episodes in the social, economic, military, environmental and legal construction of a continental land market, this course explores how struggles over space have conditioned the politics of American capitalism.

Readings include: historical documents such as the Delaware Indians’ complaint against the “Walking Purchase,” John O’Sullivan’s article coining the term “manifest destiny,” and George Plunkitt’s explanation of “honest graft,” as well works of historical scholarship such as *William Cooper’s Town* by Alan Taylor and “The Politics of Grass” by Pekka Hämäläinen.



“This is money—get ready to worry about it for the rest of your life.”

AFRICAN AMERICANS IN THE UNITED STATES, 1607-1877

Fulfills UC Pillars: Historical Contexts (Level 1) and
UC Proficiencies & Experiences: Human Diversity

HIST 3313-001

TueThu—11:00AM-12:20—106 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.

HISTORY OF SEX IN AMERICA

Fulfills Human Diversity co-curricular requirement
UC Pillars: Historical Contexts (Level 2) and Ways of Knowing;
UC Proficiencies & Experiences: Writing & Human Diversity

HIST 3316-001H

TueThu—2:00PM-3:20—136 Boaz Commons

Prof. David D. Doyle, Jr.—Lower Level Clements Hall—214-768-2813 [ddoyle@smu.edu](mailto:didoyle@smu.edu)

No field is more interdisciplinary than the study of gender and sexuality. As writers and scholars seek to understand how these two categories have changed over time, or remained constant, they routinely read in such fields as anthropology, feminist theory, literature and literary criticism, history, psychology, and sociology. The primary focus of the readings however will be strongly grounded in the fields of history and sociology.

Although often conflated, this course will emphasize how gender and sexuality are two separate-if occasionally overlapping-categories. This semester the largest focus will be on the categories of race and gender in America—two constant—although always changing—organizing metrics throughout the country's history. Other categories such as social class, religion, sexual orientation, ethnicity, etc., will also be interrogated.

Readings will illustrate how gender and sexuality can be constructed—and how these constructions differ across time and geography. We will also read a book that studies the history of America through the lens of gender and sexuality. For the rest of the semester the readings—History, Literature, primary documents, Biography, and Sociology—will represent case studies—or works narrowly focused on a particular issue, problem, or time period.

Readings include: 1) John D'Emilio & Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (2nd edition, 1997); 2) Judith Lorber, *Paradoxes of Gender*, 1994 (selected chapters only); 3) Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, 2007; 4) Kelly A. Ryan, *Regulating Passion: Sexuality and Patriarchal Rule in Massachusetts, 1700-1830*, 2014; 5) Gloria Main, *Peoples of a Spacious Land: Families and Cultures in Colonial New England*, 2001; 6) Peter Wallenstein, *Tell the Court I Love my Wife: Race, Marriage, and Law in American History*, 2002; 7) Elizabeth Reis, *Bodies in Doubt: An American History of Intersex*, 2009; 8) Jonathan Eig, *The Birth of the Pill: How Four Crusaders Reinvented Sex and Launched a Revolution*, 2014; 9) Jill LePore, *The Secret History of Wonder Woman*, 2014; 10) Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America*, 2009; 11) Harvey C. Mansfield, *Manliness*, 2006 (selected chapters only).

THE REVOLUTIONARY EXPERIENCE IN RUSSIA, 1900-1930

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

HIST 3340-001

TueThu—9:30AM-10:50—116 Dallas Hall

Prof. Daniel Orlovsky—352 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*.

A HISTORY OF ANCIENT EGYPT

HIST 3350-001

TueThu—12:30PM-1:50—102 Dallas Hall

Prof. Melissa Barden Dowling—356B Dallas Hall—214-768-2976 mdowling@smu.edu

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) David Silverman and J. Wegner, *Akhenaten and Tutankhamun*, 7) Emily Teeter, *Religion and Ritual in Ancient Egypt*, 8) Marjorie Fisher, et al, *Ancient Nubia: African Kingdoms on the Nile*.

AGE OF CRUSADES

HIST 3352-001

Tue-Thu—11:00AM-12:20—101 Dallas Hall

Prof. Jeremy Adams—67 Dallas Hall - 214-768-2969 jadams@smu.edu

A lecture-and-discussion course on the medieval European response to the phenomenon of Holy War, when challenged by the Muslim version (*jihad*). Although concentrating on the period 1075-1291, the course will also explore sources, causes, parallels, and long-range consequences of the Crusades in both theory and practice. Reports, written exams, optional term papers.

Readings include: 1) Thomas F. Madden, *A concise History of the Crusades*; 2) Edward M. Peters, ed. *The First Crusade*; 3) Caroline Smith, ed. & tr., *Chronicles of the Crusades*; 4) Baha ad-Din, *The Rare and Excellent History of Saladin*; 5) John Tolan, *Saracens*.

THE HOLOCAUST

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

HIST 3363-002C

HIST 3363-001H (this section restricted to students in the Honors Program)

MonWedFri—11:00AM-11:50—156 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.

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

Fulfills UC Pillars: Historical Contexts (Level 2)

HIST 3366-001

MonWedFri – 10:00AM-10:50—156 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.

**PROBLEMS IN EUROPEAN HISTORY:
LANDSCAPES OF CAPITALISM:
BRITAIN AND THE WORLD, 1350-1870**

Fulfills UC Pillars: Historical Contexts (Level 2)

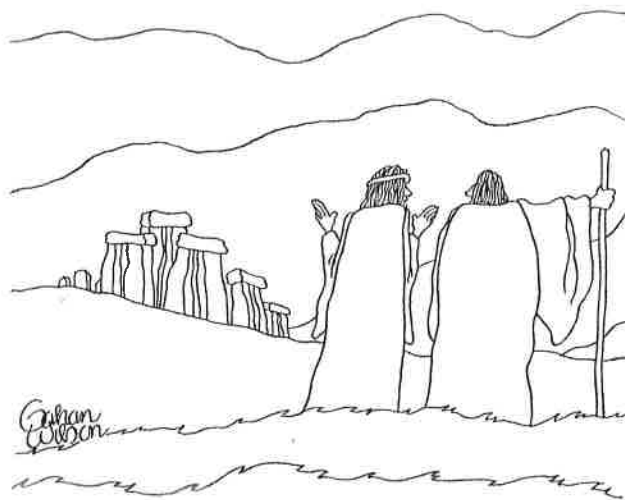
HIST 3366-002

TueThu—12:30PM-1:50—357 Dallas Hall

Prof. Jo Guldi—58D Dallas Hall—214-768-2974

The choice of how we allocate land and water shapes famine, drought, war, homelessness, and poverty. Over the centuries, utopians and empire builders have looked to very different systems of resource distribution, from village communalism to plantation systems to state provision of infrastructure to the free-market. This course mixes historiographical debates about the nature of political ecology with a wide background of theory for reading the landscape as a system. It offers an overview of major traditions for analyzing landscape in political economy, theology, literature, and anthropology, asking how imaginary landscapes of the mind become the material realities of farm and highway. Themes will include the rise of modern surveying, engineering, cities, infrastructure systems, and land reform. It will ask how historic models of government have played out in an era of environmental disaster, famine, mortgages, and evictions.

Readings include: William Cronon, David Harvey, Lewis Mumford, Adam Smith, John Bunyan, and Frederick Engels.



"And right about then the price of great big stones went out of sight."

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

Fulfills UC Pillars: Historical Contexts (Level 2)

HIST 3366-003

TueThu—9:30AM-10:50—157 Dallas Hall

Prof. Laurence Winnie—58B-Dallas Hal—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 include: P.M. Jones, *The French Revolution, 1787-1804*; a collection of topical essays: T. C. W. Blanning (ed.) *The Rise and Fall of the French Revolution*; and two film's: Renoir's *La Marseillaise* (1938) and Wajda's *Danton* (1982).

COLONIAL AMERICA

Fulfills UC Pillars: Historical Context (Level 2)

Proficiencies/Experiences: Human Diversity, and Writing

HIST 3369-001

MonWedFri—1:00PM-1:50—115 Dallas Hall

Prof. Kate Carté Engel – Dallas Hall 51 – 214-768-2977—kengel@smu.edu

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.



“Whoa, don't ask constitutional questions you don't want to know the answers to.”

THE FIRST WORLD WAR AND ITS IMPACT

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

HIST 3381-001

MonWed—3:00PM-4:20—102 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.

MODERN MIDDLE EAST, 1914-PRESENT

Fulfills UC Pillars: Historical Context (Level 2) and
Proficiencies/Experiences: Human Diversity, and Information Literacy

HIST 3390-001

TueThu 9:30AM-10:50—357 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. Engaging critically with various perspectives about the Modern Middle East, and identifying key milestones in the region's history, we examine the cultural, ethnic and religious diversity in the region and question 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; the Lebanese civil war; rise of Arab nationalism; Ba'athist Syria and Iraq, and Iraq from the rise of Ba'thist fascism to the American invasion.

Requirements: This lecture and discussion class requires no preliminary knowledge about Islam and the Middle East. Requirements include four quizzes (10%) a midterm exam (25%), a paper (25%) and a final examination (25%). Regular attendance to lectures and discussion sessions, and timely completion of assignments is expected. Attendance and participation comprises 10% of your total grade.

Required books will include: 1) William Cleveland, *A History of the Modern Middle East*; 2) Gelvin James L., *The Israel-Palestine Conflict*; 3) Stephen Kinzer, *Crescent and Star* 4) Hiner Saleem, *My Father's Rifle*.

**PROBLEMS IN ASIAN HISTORY:
MODERN CHINA, 1600-TO THE PRESENT**

Fulfills UC Pillars: Historical Contexts (Level 2)

HIST 3395-001

TueThu—12:30PM-1:50—116 Dallas Hall

Prof. Ling Shiao—63 Dallas Hall—214-768-3683 lshiao@smu.edu

"China is the theatre of the greatest movement now taking place on the face of the globe. It promises nothing short of the complete renovation of the oldest, most populous and most conservative of empires," W. A. P. Martin, an American missionary serving in China, wrote in 1907. This course will introduce you to the momentous changes that propelled China towards modernization and revolution. After an brief examination of early Chinese modernity in the Ming (1368-1644) and Qing (1644-1911) and the internal and external challenges to the Chinese world order during the nineteenth century, we will explore the major events and themes of twentieth century, including the 1911 Revolution, the Chinese enlightenment, the War of Resistance against Japan, the nationalist and Communist movements, Mao's rule, and the rise of capitalism in our own time. A look at ethnic and cultural identities and the force of nationalism in China concludes the semester. No prior knowledge of Chinese history is required.

Readings and viewings include: 1) R. Keith Schoppa, *Revolution and Its Past: Identities and Change in Modern Chinese History*; 2) Wm. Theodore de Bary and Richard Lufrano eds., *Sources of Chinese Tradition*, vol. 2; 3) Lu Xun, *Diary of a Madman and Other Stories*; 4) Jonathan Spence, *Mao Zedong* 5) Chen, Yuan-tsung, *The Dragon's Village: An Autobiographical Novel of Revolutionary China*; 6) Rae Yang, *Spider Eaters: A Memoir*; 7) Timothy Cheek, *Living with Revorm: China since 1989*.

**JUNIOR SEMINAR: THE TRIUMPH OF CLEOPATRA,
EGYPT AND ROME UNDER THE EMPIRE**

Fulfills UC Proficiencies and Experiences:
Information Literacy, Oral Communication, and Writing

HIST 4300-001

Tue—3:30PM-6:20—138 Dallas Hall

Prof. Melissa Barden Dowling—356B Dallas Hall—214-768-2976 mdowling@smu.edu

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

Readings include: 1) A. Goldsworthy, *Antony and Cleopatra*; 2) Jones, *Cleopatra, A Sourcebook*; 3) Susan Walker, ed., *Cleopatra from History to Myth*; 4) Rowlandson, *Women and Society in Greek and Roman Egypt*; 5) D. Frankfurter, *Religion in Roman Egypt*; 6) Pollard and Reid, *The Rise and Fall of Alexandria, the Birthplace of the Modern Mind*.

JUNIOR SEMINAR: BRITISH EMPIRE, 1841-1947

Fulfills UC Proficiencies and Experiences:
Information Literacy, Oral Communication, and Writing

HIST 4300-002

Thu—3:30PM-6:20—153 Dallas Hall

Prof. Jo Guldi—58D Dallas Hall—214-768-2974

How shall we assess the activities of the experts who rushed to free the world from famine, drought, and overpopulation? By the twentieth century, peoples across the globe were in rebellion against European empire, casting off economic systems that had kept them in poverty while enriching Europe. What was the origin and intent of these postcolonial rebellions? What critiques of history, democracy, western economics, and race were most important to them? How well did their struggles go? Were the sins of the past effectively reversed? As a junior seminar, this course will invite reflection on the trajectory of British empire, focusing especially on India and Ireland, while intensively working on the students' ability to name and define events in history for themselves, to find and use relevant evidence, and to craft their own research into a compelling argument about the past and its implications.

Readings include: Alison Bashford, Peder Anker, Michael Davitt, Anne Lamott, and Richard Marius

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.

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 SEMINARS

FALL 2016 and SPRING 2017

In order to assist History majors with academic planning, we are making available the schedule for all of the HISTORY seminars for the 2016-17 academic year (see below). Please keep in mind that while we will do our best to stick to the schedule listed here, the seminars listed for spring 2017 are projected and are subject to change.

If you have questions, contact Professor Larry Winnie, the Director of Undergraduate Studies:

58-B Dallas Hall, tele. 214-768-2980

lwinnie@smu.edu

FALL 2016

JUNIOR SEMINARS

1. HIST 4300-001—Cleopatra's Triumph: Egypt/Rome under the Empire, with Professor Melissa Dowling
2. HIST 4300-002—British Empire, 1841-1947, with Professor Jo Guldi

SENIOR SEMINARS

1. HIST 5376-001—Europe in the Age of Enlightenment, with Professor Kathleen Wellman
2. HIST 5382-001—Seminar in Latin American History: *New Spain and Mexico*, with Professor Kenneth Andrien
3. HIST 5387-002—Seminar in African History: Oral History and Tradition, with Professor Jill Kelly

SPRING 2017

JUNIOR SEMINARS

1. HIST 4300-001—Weimer Republic: German between Democracy/Dictatorship, with Professor Erin Hochman
2. HIST 4300-002—Research on the Southwest, with Professor John Chavez

SENIOR SEMINARS

1. HIST 5340—Seminar on American History: U.S./Vietnam War, with Professor Thomas Knock
2. HIST 5390—Seminar in Russian/Soviet History, with Professor Daniel Orlovsky
3. HIST 5395—A History of Modern Iran, with Professor Sabri Ates

EUROPE IN THE AGE OF ENLIGHTENMENT, 1715-1789

[Junior or Senior standing or instructor approval]

HIST 5376-001

Thu—2:00PM-4:50—343 Dallas Hall

Kathleen Wellman—337 Dallas Hall—214-768-2970 kwellmen@smu.edu

The Enlightenment was the intellectual movement which defined the eighteenth century. This course will begin with the legacy of seventeenth-century thinkers like Descartes, Hobbes, and Locke. It will then thoroughly explore the intellectual and social world of eighteenth-century thinkers such as Montesquieu, Voltaire, Diderot, and Rousseau. This course will emphasize the contributions of these thinkers to science, religion, philosophy, political theory, and the social sciences. We will try to determine the impact of this movement on the people of the time, on the French Revolution, and on present day concerns.

Readings include: 1) Montesquieu, *The Persian Letters*; 2) D'Alembert, *The Preliminary Discourse to the Encyclopedia*; 3) Descartes, *Discourse on Method*; 4) Diderot, *Rameau's Nephew*; *D'Alembert's Dream*; 4) Rousseau, *Social Contract and the Discourse* 5) La Mettrie, *Man the Machine*.

SEMINAR IN LATIN AMERICAN HISTORY: READINGS ON THE HISTORY OF NEW SPAIN AND MEXICO

HIST 5382-001

Wed 3:00PM-5:50—138 Dallas Hall

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

This course will provide a broad survey of the history and historiography of Mexico from the pre-conquest era to the present. It will explore a variety of topics, including: Pre-Columbian indigenous societies, the Spanish invasion and conquest, ethno-history, the development of a multi-racial society, the independence era, the caudillo period in the nineteenth century, the Liberal era, the Porfiriato, the Mexican Revolution, the rise of the revolutionary party, the 1968 student movements, modern Mexican development, tensions with the U.S., and the current struggles over the drug trade.

Readings include: 1) Bernal Díaz del Castillo, *The Essential Díaz: Selections from the Conquest of New Spain*, 2) Miguel Leon Portilla, *The Broken Spears: Aztec Account of the Conquest of Mexico*, 3) Inga Clendinnen, *Ambivalent Conquests: Maya and Spaniard in the Yucatan, 1517-1570*, 4) R. Douglas Cope, *The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720*, 5) Alejandro Cañeque, *The King's Living Image: The Culture and Politics of Viceregal Power in Seventeenth-Century Mexico*, 6) Javier Villa-Flores, *Dangerous Speech: A Social History of Blasphemy in Colonial Mexico*, 7) Mark Wasserman, *Everyday Life and Politics in Nineteenth-Century Mexico* 8) Carlos Fuentes, *The Death of Artemio Cruz*, 9) Jeffrey Pilcher, *Food and the Making of Mexican Identity*, 10) Michael Gonzales, *The Mexican Revolution, 1910-1940*.

SEMINAR IN AFRICAN HISTORY: ORAL HISTORY & TRADITION

HIST 5387-001

Mon 3:00PM-5:50—120 Dallas Hall

Prof. Jill Kelly—58E Dallas Hall—214-768-2971 jillk@smu.edu

Oral sources have maintained a central position within programs of recovering the African past. They serve as the clearest signature of and for the African historiography. This course is as an introduction to the theory and method of oral history. We will consider theoretical concerns about the use of oral testimony as historical evidence and practical and ethical issues of praxis. Students will consider oral traditions (histories handed down by professional and lay historians in different genres such as epics, folktales, songs, praise poetry, and king's lists), oral histories (firsthand accounts of enslavement, state building, colonialism, the World Wars, and the end of apartheid), and histories written with oral sources as evidence. Students will grapple with how social historians use these sources to write about both historical elites and marginalized actors such rural dwellers, migrant workers, and women.

Readings include: 1) Jan Vansina, *Oral Tradition as History*; 2) Harold Scheub, *The Uncoiling Python: South African Storytellers and Resistance*; 3) Thomas Hale (ed), *The Epic of Askia Mohammed*; 4) Emily Osborn, *Our New Husbands Are Here*; 5) Paul Thompson, *The Voice of the Past*; 6) Sara Mirza and Margaret Strobel, *Three Swahili Women*; 7) G. Rongi, *Lafudhi Hip Hop Poetry in Sheng*; 8) other primary and secondary sources made available on course website.