Take History, Make History
Fall 2022
### Fall 2022 HISTORY COURSE SCHEDULE

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

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<td>1321-001H</td>
<td>Introductory Topics in American History: Belonging in America</td>
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<td>2:00pm – 3:20pm</td>
<td>Foley, Neil</td>
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<td>3284</td>
<td>1321-002</td>
<td>Introductory Topics in American History: Presidents at War</td>
<td>MWF</td>
<td>10:00am – 10:50am</td>
<td>Engel, Jeffrey</td>
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<td>5220</td>
<td>1321-003</td>
<td>Introductory Topics in American History: American Energy History</td>
<td>MWF</td>
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<td>5221</td>
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<td>Introductory Topics in European History: Renaissance Queens &amp; Mistresses</td>
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<td>Wellman, Kathleen</td>
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<td>5222</td>
<td>1322-002</td>
<td>Introductory Topics in European History: Germany Between Two Worlds</td>
<td>MWF</td>
<td>2:00pm – 2:50pm</td>
<td>Hochman, Erin</td>
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<td>3676</td>
<td>2311-001</td>
<td>Out of Many: US History to 1877</td>
<td>MWF</td>
<td>10:00am – 10:50am</td>
<td>Graybill, Andrew</td>
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<td>5172</td>
<td>2312-001</td>
<td>Unfinished Nation: US 1877-Present</td>
<td>Tues/Thurs</td>
<td>9:30am – 10:50am</td>
<td>John Chavez</td>
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<td>5224</td>
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<td>Unfinished Nation: US 1877-Present</td>
<td>MWF</td>
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<td>Troester, Patrick</td>
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<td>5230</td>
<td>2313-001</td>
<td>African American Pop Culture</td>
<td>Tues/Thurs</td>
<td>2:00pm – 3:20pm</td>
<td>Hamilton, Kenneth</td>
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<td>5225</td>
<td>2315-001</td>
<td>Modern China</td>
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<td>9:30am – 10:50am</td>
<td>Keliher, Macabe</td>
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<td>5231</td>
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<td>Medieval World: 306 – 1095</td>
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<td>10:00am – 10:50am</td>
<td>Lopez, Bianca</td>
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<td>5232</td>
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<td>Europe in the Modern World, Renaissance – 1760</td>
<td>Tues/Thurs</td>
<td>2:00pm – 3:20pm</td>
<td>Wellman, Kathleen</td>
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<tr>
<td>3156</td>
<td>2379-001</td>
<td>A History of Islamic Empires</td>
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<td>Ates, Sabri</td>
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<td>2363</td>
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<td>Human Rights: America’s Nightmare</td>
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<td>6:30pm – 9:20pm</td>
<td>Halperin, Rick</td>
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<td>5233</td>
<td>3301-702C</td>
<td>Human Rights: America’s Nightmare</td>
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<td>6:30pm – 9:20pm</td>
<td>Halperin, Rick</td>
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<td>5234</td>
<td>3310-001</td>
<td>Problems in American History: North American Frontiers</td>
<td>MWF</td>
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<td>Troester, Patrick</td>
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<td>2505</td>
<td>3313-001</td>
<td>African Americans in the US 1607-1877</td>
<td>Tues/Thurs</td>
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<td>5235</td>
<td>3324-001</td>
<td>Mexican Americans: 1848-Present</td>
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<td>Chavez, John</td>
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<td>5237</td>
<td>3334-001</td>
<td>France Since 1789</td>
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<td>Winnie, Laurence</td>
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<td>5238</td>
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<td>5239</td>
<td>3350-001</td>
<td>A History of Ancient Egypt</td>
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<td>Dowling, Melissa</td>
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<td>5240</td>
<td>3359-001</td>
<td>Europe in the Age of Reformation</td>
<td>MWF</td>
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<td>Winnie, Laurence</td>
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<td>5271</td>
<td>3363-001</td>
<td>The Holocaust</td>
<td>MWF</td>
<td>11:00am – 11:50am</td>
<td>Hochman, Erin</td>
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UNDERGRADUATE PROGRAM

THE HISTORY MAJOR

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

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

Students with a general interest in history may pursue a minor by taking fifteen semester hours of departmental coursework. Nine semester hours must be taken at the 3000-4000 level. Students may transfer in no more than two of the five courses required for the minor. Only one of the three required advanced courses may be transferred in. Courses for the minor may not be taken pass/fail. All advanced courses taken for the minor must be passed with a grade of C minus or better. Students intending to take a minor in the department should design a program of study in consultation with the Director of Undergraduate Studies.

INTERNSHIP PROGRAM

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

DEPARTMENTAL DISTINCTION

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

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2022 Spring or Fall semesters are eligible for the 2022 Jacobus Junior Paper Prize in History, which will be awarded near the end of the Spring semester 2023. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor long-time friend of SMU and history enthusiast and benefactor, Henry S. Jacobus, Jr. After retiring as a respected member of the Dallas business community, Mr. Jacobus began auditing History courses at SMU, and became a good friend to professors and students alike. We wish to honor Mr. Jacobus, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the prize will be selected from among junior research papers completed during the Spring and Fall semesters of 2022. Nominations are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, email the Director of Undergraduate Studies, Prof. Sabri Ates at sates@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

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

The Stanton Sharp Award for Outstanding Service and Academic Achievement

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

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.

Introductory Topics in American History
Belonging in America: Nativism and Ethnic Nationalism in the Making of Modern America
Fulfills: CC2020 Human Diversity; Oral Communication; Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-001H
Tuesday/Thursday – 2:00pm-3:20pm
Professor Neil Foley

Many Americans today live with a sense of cognitive dissonance about who we are as a nation. The United States, unlike most European nations, claims to be a nation of immigrants, yet it also tries to keep out as many immigrants, refugees, and asylees it deems undesirable. It welcomes immigrants when their labor is needed and turns them away when it is not. But this bipolar economic view of immigration over the last century fails to account for the interlaced politics of citizenship, immigrant exclusion, and unremitting nativism that lies at the very heart of American national identity. The course explores how nativist ideology has sought to define who “belongs” and who does not, creating exclusionary laws and policies—based on race, citizenship, and national identity, as well as sex and gender—to enforce the boundaries of who belongs and who does not.


Introductory Topics in American History
Presidents at War
Fulfills: CC2020 Human Diversity; Oral Communication; Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-002
Monday/Wednesday/Friday – 10:00am-10:50am
Professor Jeffrey A. Engel

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

Introductory Topics in American History

American Energy History

Fulfills: CC2020 Human Diversity; Oral Communication; Writing
UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-003
Monday/Wednesday/Friday – 10:00am-10:50am
Professor Ariel Ron

This course introduces students to the history of American energy from the colonial era to the present climate change crisis. It focuses on the epochal shift from organic to mineral energy sources that carried the world into the carbon age during the nineteenth and twentieth centuries. Our core concept will be “energy transition,” or the manner in which one “energy regime” succeeds another. Energy transition was at the root of the material transformations that brought forth the modern world and it is what is now needed again in order to save modernity from itself. But while this course is partially motivated by our present predicament—and I hope it can contribute something to a better understanding of where we stand—the primary aim is historical, that is, to understand the particular patterns, experiences, and meanings of earlier periods on their own terms. The course centers on the United States with some consideration for experiences elsewhere.


Introductory Topics in European History: Renaissance Queens and Mistresses

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

HIST 1322-001H
Tuesday/Thursday - 11:00am-11:50am
Professor Kathleen Wellman

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

Readings include: 1) Chang, Katherine (ed.) Catherine de Medici, Portraits of the Queen Mother; 2) de Navarre, Marguerite, Heptameron; 3) de Valois, Marguerite, Memoirs; 4) Wellman, Kathleen, Queens and Mistresses of Renaissance France; 5) Wiesner-Hanks, Merry, Women and Gender in Early Modern Europe.
Founded two days before Germany signed the armistice admitting its defeat in the First World War, the Weimar Republic seemed off to an unpromising start. During the first years of the republic’s existence, there was street-fighting, political assassinations, coup attempts, the signing of the hated Treaty of Versailles, and hyper-inflation. Despite these inauspicious beginnings, we will see the Weimar Republic was not doomed to fail. Rather, Weimar Germany was a vibrant democracy, in which Germans won new rights, as well as experimented with and fought over novel ideas about politics, art, technology, social reform, gender, and sexuality. Yet, fourteen years after the creation of the Weimar Republic, Hitler had become chancellor of Germany. The Nazis worked quickly to establish a ruthless dictatorship that rewarded individuals who fell under the label of “Aryan” while persecuting those who fell outside of it, including Jews, people with disabilities, Afro-Germans, gay men, and socialists and communists. In this course, we will be exploring these radical extremes experienced by Germans in the period between the two world wars. We start by examining the Weimar Republic in its own right. Next, we turn to answer the questions of how and why this democracy came to an end and how and why the Nazis were able to come to power. Finally, we will look at Nazi policies and the experiences of diverse Germans in the pre-war years of the Third Reich.

Readings may include: 1) chapters from Rossol, Nadine and Ziemann, Benjamin (eds.), The Oxford Handbook of the Weimar Republic (available through the SMU Library); 2) Keun, Irmgard, The Artificial Silk Girl; 3) Carter Hett, Benjamin, The Death of Democracy: Hitler’s Rise to Power and the Downfall of the Weimar Republic; 4) Kirk, Tim, Nazi Germany; and other book chapters, journal articles, and primary sources available online or on reserve at the library.
This course surveys the history of the United States from the end of Reconstruction to the present. We will study that history as the growth of empire, that is the rise of the United States to the status of ‘super power.’ While focusing on imperialism, we will also examine the contrary tendencies toward isolationism and internationalism. Domestic economic, political, and social life will be analyzed in the light of U.S. international involvement. For example, we will study the effects of imperialism on the nation’s changing population—how Indians, Puerto Ricans, and Vietnamese became American minorities as a result of U.S. imperial ambitions in the West, the Caribbean, and Southeast Asia, respectively. The course concludes with a look at the prospects for a ‘new world order.’ Classes include both lectures and discussions, as well as occasional films.


This course will survey the complex and multi-sided story of American history from the aftermath of the U.S. Civil War through the present, exploring country’s social, political, economic, and cultural development during the 19th and 20th centuries. Along the way, we will dive into the raw materials of history, learning the methods historians use to reconstruct the past. In a present full of conflicting and politically charged claims about American history, students will learn to draw their own conclusions and evaluate the arguments of others. Our topics will include Reconstruction, conflicts over labor and civil rights, U.S. involvement in war and imperialism abroad, the Cold War and post-Cold War eras, and the evolution of race, class, gender, sex, work, and politics.

Readings include: Locke, Joseph and Wright, Ben ed., The American Yawp: A Free and Online, Collaboratively Built American History Textbook and a wide assortment of primary sources authored by historical people.
African American Pop Culture
Fulfills UC Pillar: UC2012 Pillars: Historical Context (Level 1)
UC2016 Breadth: Historical Context

HIST 2313-001
Tuesday/Thursday – 2:00pm-3:20pm
Professor Kenneth Hamilton

This course focuses on the history of African American popular culture from 1890 to 1980. The course material will investigate the historical forces that shaped post-emancipation African American popular entertainment, fashion, and mannerisms. It will, moreover, provide an insight into the relationships between migration, urbanization, technology and the widespread dissemination of African American popular culture. Students will gain a greater awareness of the significant influences that black America’s popular amusement and style had, and has, on many forms of mass culture in and outside of the United States. They will, as well, secure an awareness of the historical realities that both stimulated and restrained the appeal of African American popular culture. Course materials, in addition, will examine life experiences of several African American popular culture icons.

Readings include: Nelson, George, *The Death of Rhythm & Blues* and *Hiphopamerica*

Modern China
Fulfills CC General Education, Breadth: Historical Contexts

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

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

Life in the Medieval World, 306 to 1095  
Fulfills UC2016 Breadth: Historical Context

HIST 2350-001  
Monday/Wednesday/Friday 10:00am-10:50 AM  
Professor Bianca Lopez

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


Europe in the Modern World, Renaissance to 1760  
UC2016 Breadth: Historical Context

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

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

A History of the Islamic States, 600-1258
Fulfills CC General Education Breadth Historical Contexts (HC)
Graduation Requirements Human Diversity (HD)

HIST 2379-001
Tuesday/Thursday - 3:30pm-04:50pm
Professor Sabri Ates

HIST 2379 provides students with a historical overview of the world of Islam from its beginning to the Mongol invasion in 1258. It engages students critically with Islam as a world civilization. Hence it covers a vast geography and a long span of time. The course develops chronologically and aims to familiarize students with the history and cultures of Islam from its birth at Mecca to the Umayyad and Abbasid empires, Islamic Spain, and the period of the Crusades. Therefore, some of the sessions will be more historical and chronological, while others will be somewhat thematic. Readings would include primary sources that students would analyze and discuss.


Human Rights: America's Dilemma
Fulfills UC2012: Pillars/ Historical Contexts (Level 1)
Fulfills UC2016: Breadth/ Historical Contexts
Fulfills UC2012 and UC2016: Proficiencies & Experiences/Writing/Community Engagement

HIST 3301-701C (Co-listed with HRTS 3301-701C)
HIST 3301-702C (Co-listed with HRTS 3301-702C)
Tuesday - 6:30pm-9:20pm (701C)
Wednesday - 6:30pm – 9:20pm (702C)
Professor Rick Halperin

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course will examine certain violations of human rights within their historical context, and will also focus on America's human rights record, with regard to its own policies and its relationship to human rights violations in other countries. Attention will also be given to the evolution of both civil and human rights as entities within global political thought and practice. Students will be encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. From torture to terrorism and from slavery to genocide, students will discuss the current status of human rights in the world today.

This course takes a broad, comparative look at the history of cross-cultural interactions on North America’s shifting frontiers. It traces two interwoven concepts that Native people and newcomers alike consistently used to understand themselves and their rapidly changing worlds: race and gender. By examining a series of times and places where diverse peoples came together in both cooperation and conflict, we will explore how these still-powerful ideas of difference emerged and evolved together from the early colonial period through the late nineteenth century. The course begins in the seventeenth-century borderlands of the eastern seaboard, uncovering how motley assortments of colonists from rival European empires forged alliances, exchanged goods and people, and made war and peace with the inhabitants of a complex and dynamic Native world. Next, we will move ahead in time to explore the diverse Native, colonial, and mixed-race communities of the eighteenth-century trans-Appalachian west, all of whom had already been profoundly transformed by the effects of colonialism. We will follow this region through the upheavals of a global war for empire, the American Revolution, and the complex aftermath of U.S. independence. The course closes in the nineteenth century by analyzing the experiences of diverse peoples in the U.S.-Mexico and U.S.-Canada borderlands in the trans-Mississippi west. Here, the ambitions of the North America’s rising nation-states met the enduring power and influence of Native and mixed-race peoples, as all parties wrestled with the sweeping impacts of an increasingly industrial and global economy.


**African Americans in the United States, 1607-1877**
Fulfills: CC2020 Historical Contexts (HC); Human Diversity (HD)
UC2016: Breadth/Historical Contexts; Proficiencies & Experiences/Human Diversity

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

The Mexican Americans, 1848 to the Present
Fulfills UC Breadth/Pillar: Historical Contexts (Level 2)
Proficiencies & Experiences: Human Diversity, Writing, Information Literacy

HIST 3324-001
Tuesday/Thursday—12:30pm-1:50pm
Professor John Chávez

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

Tentative readings include: 1) Foley, Neil, Mexicans in the Making of America; 2) Vargas, Zaragosa, ed., Major Problems in Mexican American History; 3) Turabian, Kate L. et al., A Manual for Writers of Term Papers, Theses, and Dissertations; 4) two other books individually assigned.

The History of France Since 1789
Fulfills UC2012: Pillars/Historical Contexts (Level 2)
UC2016: Breadth/Historical Contexts
UC2012 and UC2016: Proficiencies & Experiences/Global Engagement

HIST 3334-001
Monday/Wednesday/Friday - 3:00pm-3:50pm
Professor Laurence Winnie

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

Readings Include: 1) Wright, Gordon, France in Modern Times; 2) Tackett, Timothy, Becoming a Revolutionary; 3) Pinkney, David, Napoleon III and the Rebuilding of Paris; 4) Nord, Philip, The Republican Moment; 5) Siegel, Jerrold, Bohemian Paris; 6) Becker, Jean-Jacques, The Great War and the French People,
Civil War and Reconstruction
Fulfills UC 2012: Historical Contexts (Level 2)
Fulfills UC 2016: Breadth/Historical Contexts

HIST 3347-001
Monday/Wednesday/Friday – 1:00pm – 1:50pm
Professor Ariel Ron

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.


A History of Ancient Egypt
Fulfills UC 2016: Breadth/Historical Contexts

HIST 3350-001
Tuesday/Thursday – 11:00am – 12:20pm
Professor Melissa Dowling

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) Lehner, Mark, The Complete Pyramids, 2) Nunn, John F., Ancient Egyptian Medicine, 3) Robbins, Gay, The Art of Ancient Egypt, 4) Simpson, William Kelly, The Literature of Ancient Egypt, 5) Teeter, Emily, Religion and Ritual in Ancient Egypt, 6) other readings on ancient Egyptian archaeology, history and culture.
Europe in the Age of the Reformation, 1520-1648
Fulfills UC2012: Pillars/Historical Contexts (Level 2); UC2012: Pillars/Philosophy and Religion (Level 2); UC2016: Breadth/Historical Contexts; UC2016: Depth: Humanities & Fine Arts

HIST 3359-001
Monday/Wednesday/Friday – 12:00pm – 12:50pm
Professor Laurence Winnie

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

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

The Holocaust
Fulfills CC and UC2016: Breadth/Historical Contexts; CC: Proficiencies & Experiences/Writing

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

How can we explain the systematic persecution and murder of Europe’s Jewish population and other groups the Nazis deemed to be racially inferior or racially unfit? 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 racism and antisemitism; the Nazis’ rise to power; the Nazi regime’s racial and eugenic policies; the origins and implementation of the Final Solution; the motivations and actions of perpetrators, collaborators, and bystanders; the victims’ responses to persecution; the possibilities for resistance; and the memory and memorialization of the Holocaust in the postwar period.

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

HIST 3368-001
Monday/Wednesday/Friday – 9:00am- 9:50am
Professor Jo Guldi

This course discusses the ways that new computer-powered methods are changing how information about the past is accessed, introducing students to a new methodological set of approaches that historians and journalists are using to make sense of our common past. This course is designed to be appropriate to both computationalists (who know code already) as well as to those with a background in the humanities (but who do not code); it pairs students from both categories together. Working in groups that profile the strengths history majors and coders alike, students will have a chance to use their critical thinking skills to design an approach to a historical question using new methods. Among other things, the class will teach history students skills for thinking historically about contemporary markets, journalism, and politics.


Colonial America
Fulfills UC Pillars: Historical Context (Level2)
Proficiencies/Experiences: Human Diversity, and Writing

HIST 3369-001
Tuesday/Thursday – 9:30am -10:50am
Professor Kate Carté Engel

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.

China in Revolution

HIST 3393-001
Tuesday/Thursday - 12:30pm - 1:50pm
Professor Macabe Keliher

This course examines the century of revolution in China, from the mid-19th century to the present, beginning with the unique political and social structure of Old China, and analyzing the impact of Western imperialism and the creative responses of intellectuals, warlords, and revolutionaries.


Junior Seminar: Research and Writing
19th Century India

This course will invite reflection on the trajectory of the British empire, focusing especially on politics, rebellion, and famine in nineteenth-century India. It aims to teach students to craft a perspective on historical sources, to define events in history for themselves, to match evidence and argument, and to craft their own research into a compelling argument about the past and its implications.

Readings include: 1) Tharoor, Sashi, Inglorious Empire; 2) Forth, Aidan, Barbed Wire Imperialism, 3) Risam, Roopika, New Digital Worlds; 4) Eco, Umberto, How to Write a Thesis.
In 31 BC, the young Octavian, heir to Julius Caesar, defeated Mark Antony and Cleopatra and became Augustus, the first emperor of Rome. Augustus ushered in the Pax Romana, 250 years of peace, prosperity, and development throughout the Roman Empire. We will examine the culture and society of Rome in the Age of Augustus and look at the military force on which it was founded. We will read the chief historians of the period, the poets who celebrate the achievements of the new age (Horace, Vergil, Ovid), and explore the artistic transformation of Rome into an imperial capitol gleaming in marble.

Readings include: 1) Cassius Dio’s history of the fall of the Roman Republic and the rise to power of Augustus; 2) the major literature of the golden age of Rome (Horace, Vergil, Ovid); 3) recent archaeological discoveries, and the foundational work of modern scholarship; R. Syme’s Roman Revolution, among others.
GRADUATE COURSES

HIST 6300-001
Wednesday – 2:00pm – 4:50pm – 70 Dallas Hall
Professor Daniel Orlovsky

This course is designed to familiarize graduate students with themes of contemporary historical writing, the tools of historical research, and the discipline’s methodology. Weekly sessions are organized around such themes as revolution, gender, war, popular culture, nationalism, memory. It is required for all entering graduate students.

Colloquium Early America

HIST 6301-001
Tuesday – 2:00pm -4:50pm, 70 Dallas Hall
Professor Katherine Carté

This reading seminar is designed to give students a broad introduction to the graduate study of history. We will be examining the history of North America and the United States before 1815 using a variety of different methodological approaches, but we will also be delving into early American historiography – how scholars have reinterpreted the past with each generation. Writing assignments will help students hone the essential tools of the professional historian: reading and analysis of secondary work, including placing it in a historiographical context; writing a grant application; and analyzing a defined body of historical literature.


Intro to Digital Humanities: Plagues and People in World History

HIST 6306-001
Monday - 3:00pm - 5:50pm, 70 Dallas Hall
Professor Bianca Lopez

This course surveys recent historical studies of epidemics, from the ancient Antonine plague to Covid-19 with an emphasis on emerging methodologies in digital history. Through looking at how historians are currently analyzing data related to disease through digital tools, we will begin to understand the possibilities for using such tools in our own research. For instance, we look at how scholars digitally map the spread of disease and use visualization programs to communicate raw data to others. Relevant applications and programs will be introduced throughout the course, giving students the opportunity to use and gain expertise in each platform. The course will conclude with a final research project utilizing one digital methodology explored in the course.


“I want to catch just enough of the plague to remove these unsightly lines and wrinkles.”
Problems in US History: Women and Gender

HIST 6338-001
Thursday, 9:00am-11:50am, 70 Dallas Hall
Professor Crista DeLuzio

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

HISTORY FACULTY

P04 Sabri Ates     Associate Professor; Director of Undergraduate Studies
P12 Katherine C. Carté Associate Professor
P15 John R. Chávez     Professor; Director of Graduate Studies
P24 Crista J. DeLuzio Associate Professor; Altshuler Distinguished Teaching Professor
P26 Melissa Barden Dowling Associate Professor; Altshuler Distinguished Teaching Professor; Director of Classical Studies
P86 David D. Doyle, Jr. Adjunct Assistant Professor; Director, University Honors Program
P10 Jeffrey A. Engel     Professor; Director, Center for Presidential History
P27 Neil Foley     Dedman Chair in History; Associate Director, Clements Center for Southwest Studies
P85 Brian Franklin     Adjunct Lecturer; Associate Dir., Center for Presidential Studies
P28 Andrew R. Graybill Professor; Director, Clements Center for Southwest Studies
P03 Jo Guldi     Associate Professor
P33 Rick Halperin     Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P29 Kenneth M. Hamilton     Professor; Director, Ethnic Studies Program
P38 Erin R. Hochman     Associate Professor
P94 Macabe Keliher     Assistant Professor
P41 Jill E. Kelly     Associate Professor, Altshuler Distinguished Teaching Professor
P43 Thomas J. Knock     Professor, Dept. Chair; Altshuler Distinguished Teaching Professor; Distinguished Fellow, Center For Presidential History
P87 Bianca Lopez     Assistant Professor
P50 Alexis M. McCrossen     Professor
P80 Daniel T. Orlovsky     Professor; Bouhe Research Fellow in Russian Studies
P02 Ariel Ron     Assistant Professor
P03 Patrick Troester     Adjunct Lecturer
P93 Kathleen A. Wellman     Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor
P84 Laurence H. Winnie     Senior Lecturer

*"I'm honored to share my research at your virtual academic conference."*
Faculty Contacts

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