Take History
Make History

Fall 2024
William P. Clements Department of History
## Fall 2024 HISTORY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Subj/Class/Sect.</th>
<th>Course Title</th>
<th>Day</th>
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<th>Instructor</th>
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<tr>
<td>HIST 1311-001</td>
<td>Western Civilization</td>
<td>MWF</td>
<td>10:00-10:50am</td>
<td>Lopez, Bianca</td>
<td>207 HCSH</td>
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<tr>
<td>HIST 1321-001</td>
<td>Introductory Topics/American History: US Presidents at Wat</td>
<td>MWF</td>
<td>9:00-9:50 am</td>
<td>Engel, Jeffrey</td>
<td>306 DH</td>
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<tr>
<td>HIST 1322-001H</td>
<td>Renaissance Queens &amp; Mistresses</td>
<td>Tu/Th</td>
<td>11:00-12:20 pm</td>
<td>Wellman, Kathleen</td>
<td>206 Prothro</td>
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<tr>
<td>HIST 1325-001</td>
<td>Doing Digital History</td>
<td>MWF</td>
<td>11:00-11:50 am</td>
<td>Carté, Katherine</td>
<td>218 ACSH</td>
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<tr>
<td>HIST 2311-001</td>
<td>Out of Many: US History to 1877</td>
<td>MWF</td>
<td>9:00-9:50 am</td>
<td>Knick, Andrew</td>
<td>138 ACSH</td>
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<tr>
<td>HIST 2312-001</td>
<td>Unfinished Nation: US 1877-Pres</td>
<td>Tu/Th</td>
<td>11:00-12:20 am</td>
<td>Knock, Thomas</td>
<td>102 DH</td>
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<tr>
<td>HIST 2390</td>
<td>Civilization of India</td>
<td>MWF</td>
<td>10:00-10:50 am</td>
<td>TBD</td>
<td>218 ACSH</td>
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<tr>
<td>HIST 2395-001</td>
<td>Modern East Asia</td>
<td>MWF</td>
<td>9:00-9:50 am</td>
<td>Keliher, Macabe</td>
<td>155 FOSC</td>
</tr>
<tr>
<td>HIST 3301-701C</td>
<td>Human Rights: America's Dilemma</td>
<td>T</td>
<td>6:30-9:20 pm</td>
<td>Halperin, Rick</td>
<td>120 Clem</td>
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<tr>
<td>HIST 3301-702C</td>
<td>Human Rights America's Dilemma</td>
<td>W</td>
<td>6:30-9:20 pm</td>
<td>Halperin, Rick</td>
<td>120 Clem</td>
</tr>
<tr>
<td>HIST 3304-001</td>
<td>African Americans &amp; Civil Rights</td>
<td>Tu/Th</td>
<td>2:00-3:20 pm</td>
<td>Hamilton, Ken</td>
<td>142 DH</td>
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<tr>
<td>HIST 3310-001H</td>
<td>Problems in American History: Nativism and Racial Nationalism</td>
<td>Tu/Th</td>
<td>2:00-3:20 pm</td>
<td>Foley, Neil</td>
<td>357 DH</td>
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<tr>
<td>HIST 3312-001</td>
<td>Women in US to 1900</td>
<td>Tu/Th</td>
<td>9:30-10:50 am</td>
<td>DeLuizio, Crista</td>
<td>129 Heroy</td>
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<tr>
<td>HIST 3313-001</td>
<td>African Americans in US 1607-1877</td>
<td>Tu/Th</td>
<td>9:30-10:50 am</td>
<td>Hamilton, Ken</td>
<td>110 Junkins</td>
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<tr>
<td>HIST 3318-001</td>
<td>History of China</td>
<td>MWF</td>
<td>2:00-2:50 pm</td>
<td>Keliher, Macabe</td>
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<tr>
<td>HIST 3328-001</td>
<td>History of Modern Germany</td>
<td>MW</td>
<td>3:00-4:20 pm</td>
<td>Hochman, Erin</td>
<td>136 DH</td>
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<tr>
<td>HIST 3334-001</td>
<td>France Since 1789</td>
<td>MWF</td>
<td>3:00-3:50 pm</td>
<td>Winnie, Laurence</td>
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<tr>
<td>HIST 3341-001</td>
<td>Soviet/Post Soviet Society &amp; Politics</td>
<td>Tu/Th</td>
<td>12:30-1:50pm</td>
<td>Miller, Brandon</td>
<td>155 FOSC</td>
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<tr>
<td>HIST 3347-001</td>
<td>Civil War and Reconstruction</td>
<td>MWF</td>
<td>10:00-10:50 am</td>
<td>Ron, Ariel</td>
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<tr>
<td>HIST 3364-001</td>
<td>History of Consumer Culture</td>
<td>Tu/Th</td>
<td>11:00-12:20 pm</td>
<td>McCrossen, Alexis</td>
<td>357 DH</td>
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<tr>
<td>HIST 3365-001</td>
<td>Problems in European History: Black Death</td>
<td>MWF</td>
<td>3:00-3:50 pm</td>
<td>Lopez, Bianca</td>
<td>116 DH</td>
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<tr>
<td>HIST 3365-002</td>
<td>Problems in European History: History of Tech, Culture, &amp; Society</td>
<td>Tu/Th</td>
<td>9:30-10:50 am</td>
<td>Palmer, Scott</td>
<td>200 Hyer</td>
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<tr>
<td>HIST 3381-001</td>
<td>The First World War and its Impact</td>
<td>MWF</td>
<td>11:00-11:50 am</td>
<td>Hochman, Erin</td>
<td>306 DH</td>
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<tr>
<td>HIST 3382-001</td>
<td>History of Mexico</td>
<td>Tu/Th</td>
<td>11:00 am-12:20 pm</td>
<td>Mijangos y González, Pablo</td>
<td>116 DH</td>
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<tr>
<td>HIST 3395-001</td>
<td>Problems in Asian History: Modern South Asia</td>
<td>MWF</td>
<td>9:00-9:50 am</td>
<td>TBD</td>
<td>218 ACSH</td>
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<tr>
<td>HIST 4300-001</td>
<td>Domestic Roots of Foreign Policy</td>
<td>T</td>
<td>2:00-4:50 pm</td>
<td>Knock, Thomas</td>
<td>70 DH</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 includes two required courses, HIST 4300 and HIST 4390. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must be passed with a grade of C minus or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

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

The History Minor

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

Internship Program

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

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

Academic Prizes for Undergraduates

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2023 Spring or Fall semesters are eligible for the 2023 Jacobus Junior Paper Prize in History, awarded near the end of the Spring semester of 2024. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor a long-time friend of SMU and history enthusiast and benefactor, Henry S. Jacobus, Jr. After retiring as a respected member of the Dallas business community, Mr. Jacobus began auditing History courses at SMU, and became a good friend to professors and students alike. We wish to honor Mr. Jacobus, who died in 1998, by identifying his name with this very important area of scholarly endeavor and achievement.

The recipient of the prize will be selected from among junior research papers completed during the Spring and Fall semesters of 2023. Nominations are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, email the Director of Undergraduate Studies, Professor Ariel Ron, aron@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

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

The Stanton Sharp Award for Outstanding Service and Academic Achievement

This award is named in honor of Stanton Sharp, the son of our generous long-time benefactor, the late Ruth Sharp Altshuler, the former chairperson of the SMU Board of Trustees. For almost 30 years, the Sharp fund has enhanced faculty research and teaching in the History Department. The endowment has afforded the faculty greater professional opportunities and annually recognizes a history major for academic success and service to SMU.
Western Civilization to 1527  
Fulfills: UC2016 Breadth: Historical Contexts  
Common Curriculum: Historical Contexts, Oral Communication 

HIST 1311-001  
Monday/Wednesday/Friday - 10:00am-10:50am – Harold Simmons Hall 207  
Professor Bianca Lopez

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

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

HIST 1321-001  
Monday/Wednesday/Friday – 9:00am-9:50am – 306 Dallas Hall  
Professor Jeffrey Engel

‘War is the health of the state,’ Randolph Bourne suggested amidst World War I. It is certainly a sad but omnipresent aspect of modern American life, in the 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 Joseph Biden, have waged war and led during wartime.


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

HIST 1322-001H  
Tuesday/Thursday – 11:00am-12:20pm-Prothro Hall 206  
Professor Kathleen Wellman

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

Doing Digital History
Fulfills UC2012: Pillars/ Historical Context (Level 1)
Fulfills UC2016 Breadth: Historical Context/Technology and Mathematics

HIST 1325-001
Monday/Wednesday/Friday, 11:00am-11:50am, Annette Caldwell Simmons Hall 218
Professor Katherine Carté

How can we reconstruct the lives of freedom seekers, those who fled bondage in antebellum America? In HIST 1325, we will use digital research into primary sources, GIS mapping, and online-story maps to study the traces of these people, and the efforts of others to find them, in the newspapers. Students will learn about the economy and society of early America, and they will gain key digital competencies. No computer or historical experience is necessary.

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

HIST 2311-001
Monday/Wednesday/Friday-9:00am-9:50am- Annette Caldwell Simmons Hall 138
Professor Andrew Graybill

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

The United States Since 1865
Fulfills: UC 2016 Individuals, Institutions, and Cultures
Common Curriculum: Historical Contexts

HIST 2312-001
Tuesday/Thursday – 11:00am-12:20pm –Dallas Hall 102
Professor Thomas Knock

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


Civilization of India
Fulfills: UC 2016 Human Diversity, Common Curriculum: Historical Contexts

HIST 2390-001
Monday/Wednesday/Friday – 10:00am-10:50am-Annette Caldwell Simmons Hall 218

Modern East Asia
Fulfills: CC2020 Historical Contexts (HC); Human Diversity (HD) UC 2016 Breadth: Historical Contexts; UC 2012/2016 Human Diversity

HIST 2395-001
Monday/Wednesday/Friday- 9:00am-9:50pm – Fondren Science Hall 155
Professor Macabe Keliher

Explores the social, political, and economic organization of life in East Asia from 1600 to the present. Focusing on the changes and transformations in China, Japan, and Korea, the course looks at how the region has shaped and been shaped by the challenges of the modern world with a particular emphasis on modernization and late industrialization. Students will engage in key issues in political and social organization, economic development, and industrial programs.

Human Rights: America’s Dilemma
Fulfills UC2016: Breadth/ Historical Contexts
Fulfills UC2016: Proficiencies & Experiences/Writing/Community Engagement
Common Curriculum: Historical Contexts, Community Engagement, Writing

HIST 3301-701C (Co-listed with HRTS 3301-701C) and 3301-702C (Co-listed with HRTS 3301-702C)
Tuesday—6:30pm-9:20pm—120 Clements Hall
Wednesday—6:30pm-9:20pm—120 Clements Hall
Professor Rick Halperin

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

Readings include: 1) Rebecca Cook, Human Rights for Women; 2) Dee Brown, Bury my Heart at Wounded Knee; 3) John T. Parry, Understanding Torture: Law, Violence, and Political Identity; 4) Henry Friedlander, Origins of Nazi Genocide; 5) Ben Kiernan, Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor; 6) Samantha Power, A Problem From Hell: America and Age of Genocide.

African Americans & Civil Rights
Fulfills: UC 2016 Human Diversity, Common Curriculum: Historical Contexts

HIST 3304-001
Tuesday/Thursday-2:00pm-3:20pm-Dallas Hall 142
Professor Kenneth Hamilton

History 3304 is 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 during that period, course materials will focus on the history of African Americans from the Depression through the 1960s. The course will give particular attention to Martin L. King, Jr., and other key African Americans participants in the Civil Rights Movement, the Freedom Rides, the relationship between the Civil Rights Movement and America's concept of merit, the relative increase in the prosperity of blacks after World War I, the post WW II migration of African Americans, and the strategies and tactics black Civil Rights advocates employed.

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

HIST 3310-001H
Tuesday/Thursday-2:00pm-3:20pm-Dallas Hall 357
Professor Neil Foley

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

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

Women in US History
Fulfills: UC 2016 Human Diversity,
Common Curriculum: Historical Contexts, Writing

HIST 3312-001
Tuesday/Thursday-9:30am-10:50am-Heroy 129
Professor Crista DeLuzio

Women in U.S. History to 1900. This course surveys the history of American women from the colonial era to 1900 and introduces the major themes, questions, and problems organizing some four centuries of U.S. women’s history. We will explore a wide variety of experiences of diverse groups of women in the past, including those of Native American women prior to and under colonization, African American women in slavery and freedom, women workers of many kinds, female immigrants, girls growing up, mothers, social reformers, and women’s rights activists. We are interested in examining changes and continuity in women’s sense of self and identity, their private and public roles and experiences, and their status and power in American society. We will pay careful attention to the ways in which gender -- as a conceptual category and a system of power relations -- shaped and was shaped by economic, social, political, cultural, and intellectual life in the United States. Throughout, our focus is on the ways in which gender came to be configured and experienced in relation to other forms of social difference, most notably race, ethnicity, social class, sexual orientation, and age.

African Americans in the United States, 1607-1877
UC 2016: Historical Contexts, Human Diversity
Common Curriculum: Historical Contexts, Human Diversity

HIST 3313-001
Tuesday/Thursday – 9:30am-10:50am – Junkins Hall 110
Professor Kenneth Hamilton

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

Readings include: TBD

History of Chinese Thought
Fulfills: Common Curriculum: Historical Contexts, Writing

HIST 3318-001
Monday/Wednesday/Friday – 2:00pm-2:50pm – Dallas Hall 357
Professor Macabe Keliher

Who are we as human beings? How to live a moral life? What is the best way to organize the state in order to encourage proper human behavior? What is the role of the ruler? And what happens if the state becomes an empire, is there a proper moral response? Such questions were at the heart of early Chinese philosophical debates. The course will begin in the Shang and Zhou dynasties (ca. 1600-771 BCE) with a look at the earliest responses to the human condition and how worship of the natural world shaped early social hierarchies. The course will then turn to the religious revolutions that began around 500 BCE and the contestation of social and political ideas in the Warring States period (475-221 BCE) before looking at the emergence of empire in the form of the Qin and Han dynasties. Readings include: The Confucian Analects, and selections from Mencius, Daodejing, Zhuangzi, Han Feizi, Xunzi, and Sima Qian.

Readings include: TBD
History of Modern Germany
Fulfills: Historical Context, Writing, and Global Perspectives

HIST 3328-001
Monday/Wednesday-3:00pm-4:20pm-Dallas Hall 156
Professor Erin Hochman

In the nineteenth century, many German speakers talked about the existence of a “German question” that needed to be resolved. The “German question” historically encompassed a multitude of issues related to geography, politics, and population: Where should the boundaries of a German nation-state be drawn? What form of government would be best suited to a German nation-state? Who could be considered to be members of a German nation? As we will see, historical actors struggled to answer these difficult questions. In the twentieth century alone, citizens of Germany lived through six different governments, two world wars, the Holocaust, and the division and (re)unification of the state. Throughout the semester, we will explore the causes and impact of political, social, cultural and economic upheavals. We will seek to answer how and why authoritarianism, democracy, fascism, and communism came to power, as well as how and why Imperial Germany, the Weimar Republic, the Third Reich, and East Germany met their demise. Alongside these political ruptures, we will investigate the causes, consequences and remembrance of extreme violence in modern Germany. Furthermore, we will pay particular attention to how and why ideas about gender, race, ethnicity, and nationality changed during this period. In investigating these topics, we will use Germany as a case study to explore the political, social, and cultural experiments undertaken in the modern era.

Readings include: TBD

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

HIST 3334-001H
Monday/Wednesday/Friday, 3:00pm-3:50pm-Dallas Hall 142
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.

**Soviet/Post-Soviet Society and Politics**
Fulfills CC General Education, Breadth: Historical Contexts

HIST 3341-001  
Tuesday/Thursday - 12:30pm-1:50pm - Fondren Science Building 155  
Professor Brandon Miller

This course looks at the interactions between the state, society, and culture across the 20th century to understand Soviet history as a lived experience. More directly, this course probes the question of what it meant to be “Soviet” and how this particular vision of socialism developed in the lands of the former Russian empire. To accomplish this task, we will examine the formation of the Soviet Union and trace the development and transformation of ideas, structures, and practices forged in a revolutionary climate through its demise and into the present moment. Topics to be considered include: the causes and course of revolution; the creation and lifeworld of the “New Soviet Man”; the building of Stalinism; the place of the Gulag in the Soviet system; the Second World War and its subsequent reshaping of Soviet life; post-Stalinist reforms; and the difficulties of post-Soviet transitions.


**Civil War and Reconstruction**
Fulfills: UC 2016 Breadth, Historical Contexts  
Common Curriculum: Historical Contexts

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

The outbreak of the Civil War in 1861 exposed deep fault lines that have run through much of American history. Indeed, those fault lines continue to shape our world. In important ways we still live in the Civil War’s aftermath. This course examines the Civil War not as an isolated event, but as an extended 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. Unit 1 will investigate the causes of the war in the decades preceding its outbreak. Unit 2 will examine the war itself, paying special attention to the experiences of soldiers, civilians and enslaved people, as well as political and military leaders. Finally, Unit 3 will ask about the war’s outcomes in the years that followed the formal end to hostilities, during the period known as Reconstruction. The aim of the course, therefore, is to understand not only what happened, but why, and thus to come to terms with this formative moment in American history.

Consumer Culture in The United States
Fulfills: UC2016 Historical Contexts
CC: Historical Contexts

HIST 3364-001
Tuesday/Thursday – 2:00pm-3:20pm – Dallas Hall 357
Professor Alexis McCrossen

This course introduces students to the broad history of consumer culture in the United States. After briefly looking at the economic origins of a consumer economy, it considers the cultural implications of the orientation of US economic practices and political goals around consumerism. The course explores how creative works (art, literature, music, popular culture, and advertising) reflect and reinforce cultural values and preoccupations associated with materialism and consumerism. Graded work includes class participation, two exams, and an essay of 5-7 pages.

Readings include: 1) Susan Strasser Satisfaction Guaranteed; 2) Roland Marchand Advertising the American Dream; 3) F. Scott Fitzgerald The Great Gatsby.

Problems in European History
The Black Death
Fulfills: CC Historical Contexts

HIST 3365-001
Monday/Wednesday/Friday – 3:00pm-3:50pm–
Dallas Hall 116
Professor Bianca Lopez

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

Readings include: TBD
Problems in European History
History of Technology, Culture, and Society
Fulfills: CC Historical Contexts

HIST 3365-002
Tuesday/Thursday-9:30am-10:50am
Professor Scott Palmer

This course explores the inter-relationship between technological, cultural, and social change from the dawn of the Industrial Revolution to the age of the Internet. Beginning with the rise of modern factory production and concluding with the communication revolutions of the late twentieth (and early twenty-first) century it focuses on the ways in which particular technological developments have shaped, altered, and affected social and cultural change in the United States, Europe, and throughout the world. Specific topics include: the development of modern agricultural technologies and the mechanization of labor; energy production; skyscrapers; logistics and consumption; industrial planning; medical science; surveillance technologies; and visions of the dystopian future, among others. Students who complete this course will develop a working knowledge of the social and cultural origins of technological transformations as well as an understanding of the manner in which technological devices and knowledge are transferred and adapted by societies across the globe.

The First World War and Its Impact  
Fulfills UC2016 Historical Contexts  
CC: Historical Contexts, Writing, Global Perspectives

HIST 3381-001  
Monday/Wednesday/Friday—11:00am-11:50am—Dallas Hall 306  
Professor Erin Hochman

When the great powers declared war on one another in August 1914, numerous Europeans enthusiastically greeted the news. As young men marched off to the front lines, many soldiers, political leaders, and civilians believed that the conflict would be over by Christmas. Four years and millions of deaths later, the Great War and the subsequent peace treaties irrevocably transformed the map of Europe, the Middle East, and Africa as well as the everyday lives of their inhabitants. Through a variety of primary and scholarly sources, we will focus on 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 and women’s roles in society, 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: Hew Strachan, The First World War; Marilyn Shevin-Coetzee and Frans Coetzee (eds.), World War I: A History in Documents, 2nd ed.; Robert Graves, Good-bye to All That; journal articles and online primary sources.

The History of Mexico  
Fulfills: CC Historical Contexts, Human Diversity

HIST 3382-001  
Tuesday/Thursday—11:00am-12:20pm—Dallas Hall 116  
Professor Pablo Mijangos y Gonzalez

This course will give a broad overview of Mexican history from the Spanish conquest of Mesoamerica to the present. The class aims to introduce students to the main moments, themes, and processes that have shaped the political, economic, social, and cultural development of Mexico, placing a special emphasis on such topics as state formation; socioeconomic transformations; regional, ethnic, and cultural diversity; and Mexico’s place in North America and the Atlantic World. The course does not intend to find the essence of “Mexicanness” (if such a thing exists) but rather to understand how Mexico has become what it is today and identify the long and mid-term challenges the country still grapples with. At the end of the course, we will address some of the main problems that dominate Mexico’s public conversation today and collectively discuss them from a historical perspective.

Readings include: TBD
Problems in Asian History:
Modern South Asia
Fulfills: CC Historical Contexts

HIST 3395-001
Monday/Wednesday/Friday-9:00am-9:30am-Annette Caldwell Simmons Hall 218

Junior Seminar: Research and Writing
Domestic Roots & Foreign Policy
Fulfills UC2016: Depth/History, Social, and Behavioral Sciences, Writing,
Oral Communication; Information Literacy
Common Curriculum: Oral Communication

HIST 4300-001
Tuesday 2:00pm – 4:50pm – 70 Dallas Hall
Professor Thomas Knock

In this seminar students will study historiography – that is, the history of history, so to speak – or how the prevailing historical interpretation and meaning of a particular event can change, often dramatically, with the passage of time and the availability of new documentation. More specifically, students will investigate the role of domestic politics in the making of foreign policy – that is, how, from one perspective, domestic political circumstances place constraints on foreign policy elites; and how, from another perspective, those elites often use external events to gain political advantage at home. To illustrate the general concept, in the first few weeks of the semester, the seminar will examine the Monroe Doctrine, the causes of the First World War, and the Cuban Missile Crisis. For their research paper, students may concentrate on almost any subject in American or European diplomatic history in the nineteenth or twentieth century.

Junior Seminar: Research and Writing

Julius Caesar and the Fall of the Roman Republic

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

HIST 4300-002
Monday 2:00pm – 4:50pm – 343 Dallas Hall
Professor Melissa Barden Dowling

The cataclysmic civil wars of the first century BCE led to the fall of the old traditions and government of the Roman Republic and the birth of the new imperial monarchy founded by the emperor Augustus. This research seminar will explore the events and individuals involved in this violent transition, including eyewitness accounts of Caesar and Cicero and the works of other Roman historians such as Sallust, Appian, and Cassius Dio. Special topics will include the adaptation of Greek philosophy to Roman culture, the rebellion of Spartacus to free enslaved peoples in Italy, the conspiracy of Catiline, the Roman campaigns of Caesar against the Gauls and Germans, and the rise of the new poets Horace and Vergil.

Readings include: 1) Julius Caesar, The Conquest of Gaul and The Civil Wars, Cicero, Murder Trials and Selected Works (includes his letters); 2) Plutarch, Fall of the Roman Republic; Suetonius, The Twelve Caesars; 3) Matthias Gelzer, Caesar, Politician and Statesman; 4) Miriam Griffin, Blackwell Companion to Julius Caesar.

Senior Seminar: Research and Writing

US Cultural History

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

HIST 4390-001
Thursday – 2:00pm-4:50pm-102 Dallas Hall
Professor Alexis McCrossen

This seminar is devoted to an exploration of the cultural history of the United States. Cultural history considers a wide range of historical topics, including but not limited to sports, religion, emotions, education and entertainment. Each week the class will discuss assigned reading drawn from recent books and articles in the field. Students will write a variety of short papers that allow them to explore different kinds of historical writing.

Senior Seminar: Research and Writing
The Enlightenment
Fulfills: UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No Common Curriculum tags

HIST 4390-002
Wednesday – 2:00pm-4:50pm-225 Clements Hall
Professor Kathleen Wellman

This text-based seminar focuses on the eighteenth-century intellectual movement known as the Enlightenment, a period rich with debates about science, human nature, politics, and religion. It rejected tradition and superstition and instead advocated the critical reappraisal of received knowledge through reason and experimentation. The debates of this period took place in an expansive public sphere, inaugurating new forms of popular culture and appealing to public opinion. They also laid the foundation for the modern world and continue to influence us.

We will read and discuss works of some of the most central thinkers of the Enlightenment—Voltaire, Montesquieu, Diderot, Rousseau, among others—as a way to address central themes of the movement. Our consideration of primary sources will be enriched by a collection of secondary sources, allowing us to explore contemporary assessments of the Enlightenment and its influence.

**GRADUATE COURSES**

**Historiography**

HIST 6300-001  
Wednesday – 1:00pm – 3:50pm – Ware Commons 136  
Professor Andrew Graybill

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.

Readings: TBD

**Colloquium Early America**

HIST 6301-001  
Monday – 2:00pm -4:50pm, Dallas Hall 70  
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.

Religion, Politics, and Polarization
Global/Comparative History Seminar

HIST 6321 – 001
Tuesday- 2:00pm-4:50pm-Dallas Hall 138
Professor Pablo Mijangos y Gonzalez

Two of the most critical developments in contemporary American politics are the ascendancy of Christian nationalism and the growing polarization over the role that religion should play in public life. From debates about abortion, gay marriage, and the legal nature of embryos to state attempts at curtailing the work of faith-based charities that provide shelter to undocumented immigrants, it seems clear that religion has become a prominent source of political mobilization and social division in an era that, from a different perspective, also distinguishes itself for its cultural diversity and secularism. While many analysts often emphasize the intensity and bitterness of contemporary arguments over religion’s public role, they are by no means new in American history and certainly not in the world areas historically shaped by Christianity. Especially in the ‘Catholic world,’ the tense and complex interaction of religion and politics has been one of the central sources of national and partisan identity, civic engagement, culture wars, and political violence from the French Revolution to the present.

This course explores different research and analysis methods to investigate the relationship between religion, politics, and polarization from a historical and comparative perspective. We will pay special attention to the importance of local religious cultures, institutions, gender, and the malleability of religion to influence both sides of political divides. In the first part of the course, we will discuss five illustrative case studies from modern Europe and Latin America and a recent assessment of how the culture wars over sex and religion have fractured American politics. In the second, students will prepare a 25-30 page research paper based on primary sources, addressing the interaction of religion, politics, and social conflict in their specific area of interest.

Women and Gender

HIST 6340-001
Thursday-2:00pm-4:50pm-Dallas Hall 70
Professor Crista DeLuzio

This seminar explores 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 literature in the related fields of sexuality and masculinity studies), as well as investigate the various theoretical perspectives and 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 categories of social difference, notably race, class, ethnicity, sexual orientation, religion, region, and age.

Readings: TBD
## HISTORY FACULTY

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<tr>
<td>P04</td>
<td>Sabri Ates</td>
<td>Associate Professor; Director of Undergraduate Studies</td>
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<td>P88</td>
<td>Rachel Ball-Phillips</td>
<td>Adjunct Lecturer</td>
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<td>P12</td>
<td>Katherine Carté</td>
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<td>P24</td>
<td>Crista J. DeLuzio</td>
<td>Associate Professor; Director of Graduate Studies; Altshuler Distinguished Teaching Professor</td>
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<td>P26</td>
<td>Melissa Barden Dowling</td>
<td>Associate Professor; Department Chair; Altshuler Distinguished Teaching Professor, Director of Classical Studies</td>
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<td>P86</td>
<td>David D. Doyle, Jr.</td>
<td>Adjunct Assistant Professor; Director of the University Honors Program</td>
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<td>P10</td>
<td>Jeffrey A. Engel</td>
<td>Professor; Director, Center for Presidential History</td>
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<td>Neil Foley</td>
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<td>Rick Halperin</td>
<td>Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program</td>
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<td>Erin R. Hochman</td>
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<td>Professor; Edmund J. and Louise W. Kahn Chair in History</td>
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<td>Ariel Ron</td>
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