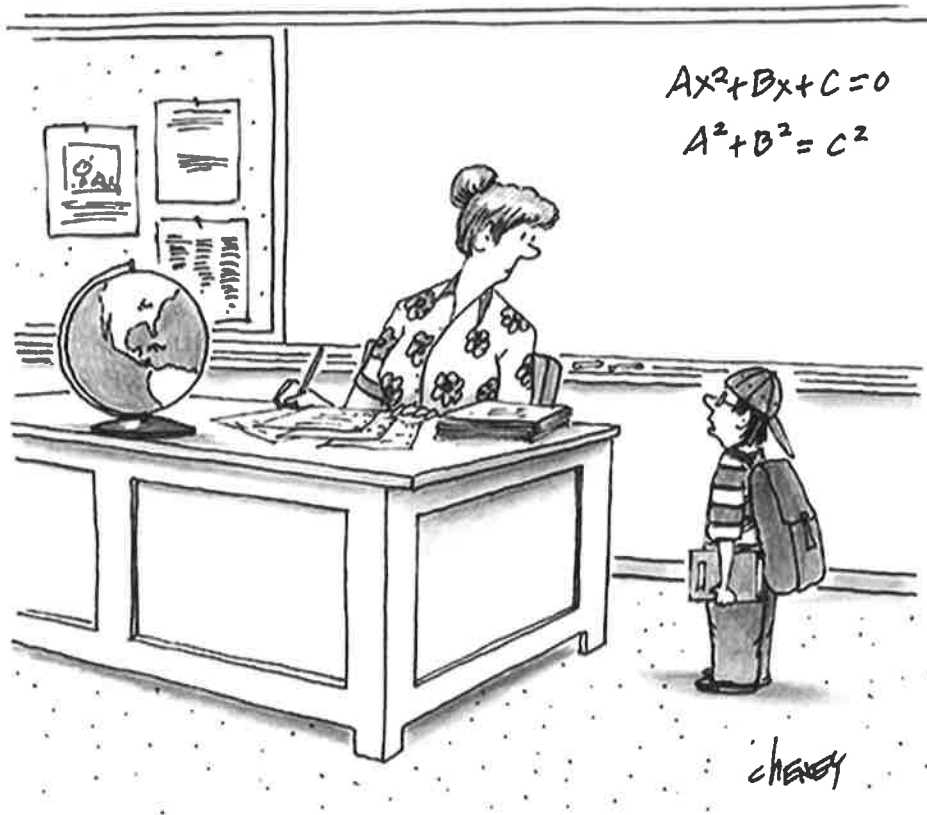


Take History Make History

History Courses at SMU



"The cloud ate my homework."

Spring 2018

William P. Clements Department of History
Dedman College

Spring 2018 HISTORY COURSE SCHEDULE

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

Class #	Subj/Sect/Cross-list#	Course Title	Day	Time	Instructor	Room
5854	HIST 1312-001	Western Civilization Since 1527	MWF	12:00-12:50pm	Miller	156DH
3780	HIST 1321-001	Intro Topics: Amer. Hist. Dec. of Independence	TTh	3:30-4:50pm	Countryman	156DH
3809	HIST 1321-002	Intro Topics: Amer. Hist. U.S. Presidents at War	MWF	10:00-10:50am	J Engel	306DH
5857	HIST 1321-003	Intro Topics: Amer. Hist. 19 th Century Americans	TTh	11:00-12:20pm	McCrosen	107HCSH
	HIST 1321-004	Native Amer Peoples of the Andes, 1532-Pres	Wed	3:00-5:50pm	Andrien	149DH
	HIST 1321-005	President in Early Republic	TTh	9:30-10:50am	Chervinsky	102DH
5860	HIST 1325-001	Doing Digital History	Tues	9:00-11:50am	K Engel	110FL
5880	HIST 1326	Doing Oral History	MW	3:00-4:20pm	Kelly	102DH
5850	HIST 2311-001	Out of Many: US History to 1877	MWF	10:00-10:50am	Chavez	357DH
2701	HIST 2312-001	Unfinished Nation: US 1877 – Present	TTh	11:00-12:20pm	Knock	101DH
3432	HIST 2313-001	African American Pop Culture	TTh	2:00-3:20pm	Hamilton	101DH
5855	HIST 2337-001H	US Sports History	TTh	2:00-3:20pm	McCrosen	107HCSH
5851	HIST 2350-001	Medieval World: 306 to 1095	MWF	11:00-11:50am	Lopez	357DH
3791	HIST 2392-001	Modern Africa	MWF	10:00-10:50am	Kelly	102DH
	KNW 2399-001	Religion and Politics in Early Modern Europe	TTh	11:00-12:20pm	Wellman	204 HH
	KNW 2314-701	Edges of Empire	Tues	6:30-9:20pm	Foley/Ball	200 HH
2511	HIST 3301-701C	Human Rights: America's Dilemma	Tues	6:30-9:20pm	Halperin	126CH
2824	HIST 3301-702C	Human Rights: America's Dilemma	Wed	6:30-9:20pm	Halperin	126CH
3808	HIST 3314-001	African Americans in US, 1877 – Present	TTh	11:00-12:20pm	Hamilton	157DH
5852	HIST 3317-001H/HRTS 3317	Sexual Minorities and Human Rights	TTh	2:00-3:20pm	Doyle	104Loyd
3265	HIST 3319-001	Texas History	MWF	3:00-3:50pm	Franklin	116DH
3256	HIST 3328-001	History of Modern Germany	MWF	11:00-11:50am	Hochman	101DH
3782	HIST 3339-001	History of Spain, 1469 – Present	TTh	2:00-3:20pm	Andrien	156DH
2944	HIST 3341-001	Soviet/Post-Soviet Society and Politics	TTh	9:30-10:50am	Orlovsky	116DH
5856	HIST 3354-001	Warfare and Diplomacy In Antiquity	TTh	12:30-1:50pm	Dowling	101DH
5861	HIST 3361-001	Roman History and Roman Mind	TTh	3:30-4:50pm	Dowling	116DH
3797	HIST 3370-001	The American Revolution	TTh	12:30-1:50pm	Countryman	110 HH
2782	HIST 4300-002	Jr. Sem: France/England 1550-1789	Tues	2:00-4:50pm	Wellman	221 AS
5867	HIST 4367-001	Russia from Kievan Era to 1881	Tues	2:00-4:50pm	Orlovsky	137 DH
5864	HIST 6304-001	Modern America 1929-Present	Tues	2:00-4:50pm	Knock	70 DH
6070	HIST 6305-001/HIST 5305	Colloquium: Hispanic SW Span/Mex Borderlands	Mon	2:00-4:50pm	Chavez	138 DH
6146	HIST 6306-001	IntroDigtlHist: Disease & Epidemics in World Hist	Mon	2:00-4:50pm	Lopez	120DH
3933	HIST 6319	Nationalism	Wed	2:00-4:50pm	Hochman	120 DH
5868	HIST 6338-001	Probs in US Hist: Research 19 th Cent US Hist	Thurs	2:00-4:50pm	Ron	138 DH

ROOMS • AS = Annette Simmons Hall • CH = Clements Hall • DH = Dallas Hall • FL = Fondren Library
• HCSH = Harold Simmons Hall • HH = Hyer Hall • Loyd = Loyd Residential Commons

Spring 2018 -- HISTORY COURSE SCHEDULE by CLASS TIMES

Time	Subj/Sect/Cross-list#	Course Title	Professor	Room
<u>Monday-Wednesday-Friday</u>				
10:00-10:50am	HIST 1321-002	Intro Topics: Amer. Hist. U.S. Presidents at War	J Engel	306DH
	HIST 2311-001	Out of Many: US History to 1877	Chavez	357DH
	HIST 2392-001	Modern Africa	Kelly	102DH
11:00-11:50am	HIST 2350-001	Medieval World: 306 to 1095	Lopez	357DH
	HIST 3328-001	History of Modern Germany	Hochman	101DH
12:00-12:50pm	HIST 1312-001	Western Civilization Since 1527	Miller	156DH
3:00-3:50pm	HIST 3319-001	Texas History	Franklin	116DH
<u>Monday-Wednesday</u>				
3:00-4:20pm	HIST 1326-001	Doing Oral History	Kelly	102DH
<u>Tuesday-Thursday</u>				
9:30-10:50am	HIST 3341-001	Soviet/Post-Soviet Society and Politics	Orlovsky	116DH
9:30-10:50am	HIST 1321-005	The President in the Early Republic	Chervinsky	102DH
11:00-12:20pm	HIST 1321-003	Intro Topics: Amer. Hist. 19 th Century Americans	McCrosen	107HCSH
	HIST 2312-001	Unfinished Nation: US 1877 – Present	Knock	101DH
	KNW 2399-001	Religion and Politics in Early Modern Europe	Wellman	204 HH
	HIST 3314-001	African Americans in US, 1877 – Present	Hamilton	157DH
12:30-1:50pm	HIST 3354-001	Warfare and Diplomacy In Antiquity	Dowling	101DH
	HIST 3370-001	The American Revolution	Countryman	110 HH
2:00-3:20pm	HIST 2337-001H	US Sports History	McCrosen	107HCSH
	HIST 2313-001	African American Pop Culture	Hamilton	101DH
	HIST 3317-001H/HRTS 3317	Sexual Minorities and Human Rights	Doyle	104Loyd
	HIST 3339-001	History of Spain, 1469 – Present	Andrien	156DH
3:30-4:50pm	HIST 1321-001	Intro Topics: Amer. Hist. Dec. of Independence	Countryman	156DH
	HIST 3361-001	Roman History and Roman Mind	Dowling	116DH
<u>Monday</u>				
2:00-4:50pm	HIST 6305-001/HIST 5305	Colloquium: Hispanic SW Span/Mex Borderlands	Chavez	138 DH
	HIST 6306-001	IntroDigitlHist: Disease & Epidemics in World Hist	Lopez	120DH
<u>Tuesday</u>				
9:00-11:50am	HIST 1325-001	Doing Digital History	K Engel	110FL
2:00-4:50pm	HIST 4300-002	Jr. Sem: France/England 1550-1789	Wellman	221 AS
2:00-4:50pm	HIST 5367-001	Russia from Kievan Era to 1881	Orlovsky	137 DH
2:00-4:50pm	HIST 6304-001	Modern America 1929-Present	Knock	70 DH
6:30-9:20pm	KNW 2314-701	Edges of Empire	Foley/Ball	200 HH
	HIST 3301-701C	Human Rights: America's Dilemma	Halperin	126CH
<u>Wednesday</u>				
2:00-4:50pm	HIST 6319	Nationalism	Hochman	120 DH
3:00-5:50pm	HIST 1321-004	Native Amer Peoples of the Andes, 1532-Pres	Andrien	149DH
6:30-9:20pm	HIST 3301-702C	Human Rights: America's Dilemma	Halperin	126CH
<u>Thursday</u>				
2:00-4:50pm	HIST 6338-001	Probs in US Hist: Research 19 th Cent US Hist	Ron	138 DH

UNDERGRADUATE PROGRAM

THE HISTORY MAJOR

Within the minimum 122-semester-hour degree, 33 semester hours in history are required for the History major. Students must take at least six semester hours in each of the following three areas: (1) United States history, (2) European history, and (3) African, Asian, Latin American or Middle Eastern history. At least eighteen semester hours in courses at the 3000-5000 level are required for all majors, which includes a 3-hour course requirement at the 5000 level. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must be passed with a grade of C minus or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

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

CURRICULUM REQUIREMENTS

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

THE HISTORY MINOR

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

INTERNSHIP PROGRAM

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

DEPARTMENTAL DISTINCTION

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

THE JACOBUS JUNIOR PAPER PRIZE IN HISTORY

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

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

- 2016 Margaret Pitcher – “Fever Medicine and the Medical Lobby: Role of Typhus in the Great Famine”
- 2015 BRANDY SPENCER – “Reading English Restoration Era Recipe Books”
- 2014 BRANDON ROSELIUS – “Roman Egypt through Oxyrhynchus”
- 2013 CAROLINE DILLARD – “Polemics in the Glorious Revolution”
- 2012 ANNA SKRIVANEK – “Auxilio Social: The Influence of Nationalist Propaganda”



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UNDERGRADUATE COURSES

NOTE: BE SURE TO CHECK ONLINE AT [MY.SMU](http://my.smu.edu) 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);
and UC Proficiencies & Experiences: Global Engagement

HIST 1312-001

MonWedFri—12:00-12:50pm—156 Dallas Hall

Prof. Brandon Miller—58A DH—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” 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; challenges to democracy in the forms of Fascism, Communism, and authoritarianism; 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 reading

INTRODUCTORY TOPICS IN AMERICAN HISTORY:

DECLARATION OF INDEPENDENCE

Fulfills UC2012: Pillars/ Historical Context (Level 1)

Fulfills UC 2012 and UC 2016: Proficiencies & Experiences: Writing

Fulfills UC 2016 Breadth: Historical Contexts

HIST 1321-001

TuesThurs—3:30-4:50pm—156 Dallas Hall

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

This first-year seminar will explore the meanings of the founding American document. It will look at what led to the



Declaration of Independence, how Thomas Jefferson wrote the document and how Congress edited it, how it ended one huge set of problems and created another huge set, and how ever since the Declaration people of many sorts have invoked it for their own purposes. Among those are the emerging American “woman movement” in 1848, the Southern Secessionists of 1861, Abraham Lincoln at Gettysburg in 1863, Ho Chi Minh declaring Vietnam’s independence in 1946, the would-be creators of white-supremacist Rhodesia (now Zimbabwe) and the Black Panther Party in the late 1960s. We’ll look at all of these.

Readings include: Pauline Maier, *American Scripture*; David Armitage, *The Declaration of Independence, a Global History*, Lynn Hunt, *Inventing Human Rights*, and Steve Pincus, *The Heart of the Declaration*.

**INTRODUCTORY TOPICS IN AMERICAN HISTORY:
U.S. PRESIDENTS AT WAR**

Fulfills UC2012: Pillars/ Historical Contexts (Level 1).
Fulfills UC2016: Breadth/Historical Contexts
Fulfills UC2012/2016: Proficiencies/Experiences: Writing

HIST 1321-002

**MonWedFri—10:00-10:50am—306 Dallas Hall (Additional meeting required on Fridays or by arrangement – place TBD)
Prof. Jeffrey Engel—318DH—214-768-3973 jaengel@smu.edu**

“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. From William McKinley to Barack Obama, this course explores the way American presidents have waged war and led during wartime, in order to understand better their role as leaders, and the nation’s role in the world.

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

**INTRODUCTORY TOPICS IN AMERICAN HISTORY:
19th-CENTURY AMERICANS**

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)
Fulfills UC 2016 Breadth: Historical Contexts

History 1321-003

**TueThu-- 11:00-12:20pm—107 Harold Simmons Hall
Ms. Alexis McCrossen—352DH—214-768-3676 amccross@smu.edu**

This course looks closely at the life histories of a wide range of Americans during the 1800s, some famous and some not. We will learn about them from first-hand sources like their letters and diaries, as well as from articles written by professional historians. Students will learn about the craft of history, about the tumultuous nineteenth century, and perhaps about themselves as historical subjects.

Readings include: In addition to journal articles written by professional historians, class readings may include primary sources such as letters, diaries, newspapers, speeches, drawings, and photographs.

NATIVE AMERICAN PEOPLES OF THE ANDES, 1532-PRESENT

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)

Fulfills UC2016 Breadth: Historical Contexts

HIST 1321-004

Wed—3:00-5:50pm—149 Dallas Hall

Prof. Kenneth Andrien—225DH—214-768-2195

kandrien@smu.edu

Course description: This seminar will cover the history of the Native American peoples of the Andes from Pre-Columbian times to the present. The course will focus on the rise of the Inca Empire; the European invasion of the Andes, the place of native people in the new colonial society, the Age of Andean Rebellions, the role of Native Andeans in the independence era, their participation in nation-building in the nineteenth century, their struggles to gain full citizenship in the 20th century, and both radical and democratic attempts to gain political power.

Reading include: 1) Peter V. N. Henderson, *The Course of Andean History*, 2) Rebecca Earle, *The Return of the Native: Indians and Myth-Making in Spanish America, 1810-1930*, 3) Erick D. Langer and Elena Muñoz, eds., *Contemporary Indigenous Movements in Latin America*, 4) Clorinda Matto de Turner, *Birds without a Nest*, 5) Titu Cusi Yupanqui, *History of How the Spaniards Arrived in Peru*

DOING DIGITAL HISTORY MAPPING EARLY AMERICAN MARKETS

Fulfills UC2012: Pillars/ Historical Context (Level 1)

Fulfills UC2016 Breadth: Historical Context/Technology and Mathematics

HIST 1325-001

Tue—9:00-11:50am – 110 Fondren Library

Prof. Kate Carté Engel—51DH—214-768-2977

kengel@smu.edu

Since the advent of the internet, digitization of sources and new methods in the digital analysis of historical sources have transformed how we study history. This course will introduce students to new methods of historical research through digital tools. We will use ArcGIS to examine market products and prices in the eighteenth-century world, asking what was consumed, where, and at what price. After a brief introduction to the field of colonial economic history and the skills needed to create a shared digital map of market flows, students will delve into a collective research project. Over the course of the semester, we will produce original research and present it in a digital format.

The course will meet in a three-hour “lab” bloc, to facilitate collaboration and the building of shared technical skills. No prior experience in either digital tools or history is required.

Sample Readings: Ellen Hartigan-O’Connor, *The Ties that Buy: Women and Commerce in Revolutionary America*
Michelle Craig McDonald, “Transatlantic Consumption”
Christopher Magra, *The Fisherman’s Cause: Atlantic Commerce and Maritime Dimensions of the American Revolution*



“You invented a time machine to come back and hit Reply instead of Reply All?”

DOING ORAL HISTORY

Fulfills UC2016 Breadth: Historical Contexts

Fulfills UC2012/2016 Proficiencies & Experiences: Community Engagement, Human Diversity, and Information Literacy

HIST 1326-001H (Honors and Hilltop Scholars)

MonWed--3:00-4:20PM—102 Dallas Hall

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



"Grandpa Windsong, tell us another story from the sixties!"

This course serves as an introduction to the practice of oral history. Course readings will expose you to major debates in the field as well as guidelines for conducting, transcribing, and preserving oral history interviews. Through reading, discussion, and fieldwork, we will design and implement our own oral history project. This semester, our community oral history project will focus on SMU alumni who were part of the SMU Black League of Afro-American and African College Students in the 1960s and 1970s. Because oral history serves not only to connect to and create historical records, but also to contribute to a larger social, cultural, and human understanding, we will work in collaboration with librarians and archivists from SMU Central University Libraries to archive and disseminate the interviews.

Readings include: 1) Paul Thompson, *The Voice of the Past* (4th edition); 2) Donald Ritchie, *Doing Oral History* (3rd edition); 3) Other readings available through Canvas

OUT OF MANY:

HISTORY OF THE UNITED STATES TO 1877

Fulfills UC2012: Pillars/ Individuals, Institutions & Cultures (Level 1)

HIST 2311-001

MonWedFri--10:00AM-10:50am—357 Dallas Hall

Prof. John Chávez—67DH—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.

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

**UNFINISHED NATION:
HISTORY OF THE UNITED STATES SINCE 1877**

Fulfills UC2012: Pillars/ Individuals, Institutions & Cultures (Level 1)
Fulfills UC 2016 Breadth: Individuals, Institutions & Cultures

HIST 2312-001

TueThu—11:00AM-12:20—101 Dallas Hall

Prof. Thomas Knock—59DH—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.).

THE HISTORY OF AFRICAN-AMERICAN POP CULTURE, 1890-1980

Fulfills UC2012: Pillars/ Creativity & Aesthetics (Level 2) [Proposed]; Historical Contexts (Level 1)

Fulfills UC2016: Breadth/ Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Human Diversity

HIST 2313-001

TueThu—2:00PM-3:20—101 Dallas Hall

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

A course that investigates the forces that shape post-emancipation African-American popular entertainment, fashion, and mannerisms, with a focus on 1890-1980.

Readings include: 1) Gena Caponi-Tabery, *Jump For Joy*; 2) Anthony Heilbut, *The Gospel Sound*.

US SPORTS HISTORY

THIS COURSE IS RESTRICTED TO STUDENTS IN THE UNIVERSITY HONORS PROGRAM.

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)

Fulfills UC2016 Breadth: Historical Contexts

HIST 2337-001H

TueThu—2:00-3:20pm—107 Harold Simmons Hall

Prof. Alexis McCrossen—352DH—214-768-3676 amccrossen@smu.edu

This course presents an overview of the development of amateur and professional athletics during the nineteenth and twentieth centuries in the United States. It considers the social, cultural, and business history of sport in the United States. Class meetings will include sports history lectures (often illustrated), the screening of sport documentaries, guided discussions, and student presentations.

Readings include: Richard Davies *Sports in American Life* (3rd edition) and the best of contemporary print sports journalism.



"Try throwing it underhand ...
it can't be any worse."

MEDIEVAL WORLD: 306 to 1095

HIST 2350-001

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

Prof. Bianca Lopez—58B DH—214-768-3683

biancal@smu.edu

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



Karin
"I want to be feared as a tyrant, loved as a father, and revered as a god, but I also want them to think I'm funny."

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

MODERN AFRICA

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)/ Individuals, Institutions & Cultures (Level 1)

Fulfills UC2016: Breadth/ Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Human Diversity/ Global Engagement

HIST 2392-001

MonWedFri—10:00AM-10:50—102 Dallas Hall

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

Although colonialism and the Cold War constitute two major epochs in Modern African history, neither lasted for more than one hundred years in most parts of Africa. Yet as brief as they were, colonialism and the politics of the Cold War left lasting legacies on the continent. This course will be divided roughly into three units in order to examine colonialism in Africa, the emergence of independent African nation-states in the midst of the Cold War, and the effects of these on contemporary Africa. Because the experiences of Africans are so diverse, for each unit we will draw on case studies from North, West, East, and Southern Africa to highlight such themes as: commerce, colonialism, race and racism, gender, religion, resistance, sports, music, and nationalism. We will read African accounts, including fiction, autobiographies, and political speeches, in order to better understand and appreciate African cultures and ways of thinking, as well as secondary sources.

Readings include: 1) Buchi Emecheta, *Joys of Motherhood*; 2) Solomon Plaatje, *Mhudi*; 3) Ferdinand Oyono, *Houseboy*; 4) Ngugi Wa Thiong'o *Weep Not, Child*; Wangari Maathai, *Unbowed*; 6) Other online readings.

RELIGION AND POLITICS IN EARLY MODERN EUROPE

Fulfills UC 2012 & 2016: Ways of Knowing

KWN 2399-001

TueThur—11:00-12:20pm—204 Hyer Hall

Prof. Kathleen Wellman—328DH—214-768-2970 kwellman@smu.edu

This course explores religion and politics from the Middle Ages to the Enlightenment. It begins with the structure of state and society and religion in the later Middle Ages. It treats the models of the social, political, economic, and religious life of the Italian Renaissance. It will focus extensively on the Protestant Reformation as it began with Luther, developed with Calvin, and reached the British Isles with the Tudors. In addition to the religious manifestations of the Reformation, this course will also address the political ramifications of the Wars of Religion in France, the English Civil War, the Dutch Revolt, and the Glorious Revolution. The course will also address the most significant intellectual developments of the period as well, including the Renaissance, the Scientific Revolution, the political philosophy of the seventeenth century, notably the contrasting views of Thomas Hobbes and John Locke, and the Enlightenment.

Readings include: Thomas More, *Utopia*; Molière, *Tartuffe*; René Descartes, *Discourse on Method*; Voltaire, *Candide*; Petrarch, *The Ascent of Mount Ventoux*; Benson Bobrick, *Wide As the Waters: The Story of the English Bible and the Revolution*; Peter Marshall, *The Reformation: A Very Short Introduction*; Stephen Budiansky, *Her Majesty's Spymaster: Elizabeth I, Sir Francis Walsingham, and the Birth of Modern Espionage*

ON THE EDGES OF EMPIRE: INDIA AND MEXICO/AMERICAN SOUTHWEST

Fulfills UC Pillars: Ways of Knowing

Fulfills Proficiencies/Experiences: Human Diversity

KNW 2314-701

Tue—6:30-9:20pm—200 Hyer Hall

Prof. Neil Foley—302 Dallas Hall—214-768-3753 foley@smu.edu

Prof. Rachel Ball-Phillips—17G DH—214-768-3808 rmball@smu.edu



Spanning the globe from the Americas to South Asia, this interdisciplinary course will examine the peripheries of empires. Rather than looking at the history of empires from the view of European powers (England and Spain), this course takes us to the places that were conquered in order to gain a broader understanding of how empire and colonialism worked, or failed to work, and ultimately what led these “edges of empires” to decolonize and gain independence (India and Mexico) – and, in the case of the American Southwest, become incorporated into another empire: the United States. This course provides an in-depth interdisciplinary study of the British colonization of India and the expansion of New Spain into the northern borderlands of present-day Mexico and the American Southwest. Using film/visual culture in addition to historical texts, we will explore common themes of colonial ideologies, class/caste

and gender formations, legal and economic systems, emerging regional and national identities, religious cultures and other topics from the eighteenth century to present.

Readings include: Selected Primary and Secondary Sources will be available on Canvas.

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)

Tue—6:30-9:20pm—126 Clements Hall

Prof. Rick Halperin—109CH—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*.

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 3301-702C (Co-listed with HRTS 3301-702C)

Wed—6:30-9:20pm—126 Clements Hall

Prof. Rick Halperin—109CH—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.

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THE PRESIDENT AND THE EARLY AMERICAN REPUBLIC

Fulfills UC2012: Pillars/ Historical Contexts (Level 1).

Fulfills UC2016: Breadth/Historical Contexts

Fulfills UC2012/2016: Proficiencies/Experiences: Writing

HIST 1321-005

TueThur-9:30-10:50am-102 Dallas Hall

Prof. Lindsay Chervinsky-224DH – 214-768-3087 Ichervinsky@smu.edu

This course explores the foundations and development of the executive branch in the Early Republic (1780-1810). Although Article II of the United States Constitution establishes the basic parameters of the executive branch, it leaves much unsaid about the executive's daily practices. This course will evaluate how the first three administrations established many norms and precedents that continue to govern modern presidents. The course moves beyond a biographical study of the presidents by analyzing the role of the presidency in political culture, diplomacy, and domestic policy. The president's participation in these diverse arenas will demonstrate the complex process of state building in the Early Republic.

AFRICAN AMERICANS IN THE U.S., 1877-PRES

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)

Fulfills UC2016: Breadth/ Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Human Diversity

HIST 3314-001

TueThu—11:00-12:20pm—157 Dallas Hall

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

The purpose of this course is to study the experience of African Americans in the United States from 1877 to present. In conceptualizing African-American history since 1877, particular attention will be given to the promise and disillusion of the post-Civil War period, African-American leadership ideologies, the influence of mass migrations, the impact of the Great Depression and two world wars on African-American life, the urban African-American movement, the quest for equality in the 1950's, and culminating with the Civil Rights Movement in the 1960's and the flowering of African-American culture and nationalism.

Readings include: 1) Deborah Gray White, *Freedom on My Mind*; 2) Mark R. Schneider, *African Americans in the Jazz Age*.



SEXUAL MINORITIES/HUMAN RIGHTS

Fulfills UC2012 Pillars: Historical Contexts (Level 2)

Fulfills UC 2012 & 2016: Ways of Knowing

Fulfills UC2016: History/ Social and Behavioral Sciences

HIST 3317-001H/ HRTS 3317-001C

TueThu—2:00PM-3:20—104 Loyd Commons

Prof. David Doyle— G01B CH—214-768-2813 [ddoyle@smu.edu](mailto:didoyle@smu.edu)

Prof. (team taught with Prof. Maxime Foerster, Department of French)

This course attempts to trace how same sex attractions and transgender subjects are understood, and have been understood historically in various cultures across the globe—and further documents some of the cases of hostility or persecution by the state, or the larger society. The sexual minorities studied in this class will be gays, lesbians, and transgender subjects.

The progression of course will begin with readings on the modern human rights movement and its basic components. We will then move to a series of comparative readings that examine how sexuality and sexual orientation and gender “slippage” have been understood in different parts of the world over time and continue to be today.

Readings include: 1) David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (2004); 2) Susan Stryker, *Transgender History* (2008); 3) Leslie Feinberg, *Stone Butch Blues* (1993); 4) Esther Newton, “My Butch Career,”; 5) David Halperin, Editor, *The War on Sex* (2017); 6) Robert Beachy, *Gay Berlin: Birthplace of a Modern Identity* (2014); 7) Christopher Isherwood, *Berlin Stories* (1945); 8) Marc Epprecht, *Hungochani: A History of Dissident Sexuality in Southern Africa* (2004); 9) Abdellah Taia, *The Salvation Army* (2009); 10) Afsaneh Najmabadi, *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran* (2014)

TEXAS HISTORY

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

Fulfills UC2016 Breadth: Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/ Information Literacy/ Human Diversity

HIST 3319-001

MonWedFri—3:00-3:50pm—116 Dallas Hall

Prof. Brian Franklin—227DH—214-768-3782 bfranklin@smu.edu

This course is a survey of Texas History from pre-European contact to the present day. While we survey the whole, we will focus on this continuing dual nature of Texas history: southern and western, united and diverse, free and enslaved, religious and materialistic, wealthy and poor, red and blue. By the end of the course, students will have gained a better understanding of the complexities of the Texas present and past, and the basic tools necessary to engage with both for themselves.

Readings include: 1) Enrique Pupo-Walker, ed. *Castaways: The Narrative of Álvar Núñez Cabeza de Vaca*; 2) Diana Everett, *The Texas Cherokees: A People Between Two Fires, 1819-1840*; 3) Randolph Campbell, *An Empire for Slavery: The Peculiar Institution in Texas, 1821-1865*; 4) Elizabeth Enstam, *Women and the Creation of Urban Life: Dallas, Texas, 1843-1920*; 5) H.G. Bissinger, *Friday Night Lights: A Town, A Team, and a Dream*.



“Admit it—it was kind of a bonus to mess with Texas.”

HISTORY OF MODERN GERMANY, 1871-PRESENT

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

Fulfills UC2016: Breadth/ Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/ Writing

HIST 3328-001

MonWedFri—11:00-11:50am— Dallas Hall 101

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

Today, Germany is the undisputed leader of Europe, a global economic powerhouse, a stable democracy, and, according to a recent BBC poll, the most popular country in the world. Formed only in 1871, Germany had an extremely turbulent path to such a favorable place in global affairs. In the twentieth century alone, citizens of Germany lived through six different governments, two world wars, the Holocaust, the division of the state during the Cold War, and its (re)unification after the fall of the Berlin Wall. As a laboratory for experiments with democracy, fascism, and communism, Germany provides us with a window into the causes and impact of the major political, social, cultural, and economic upheavals of our modern times.

Readings include: 1) Dietrich Orlow, *A History of Modern Germany, 1871-Present* (Seventh Edition); 2) Erich Maria Remarque, *All Quiet on the Western Front*; 3) Christopher Isherwood, *Goodbye to Berlin*; 4) Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*; 5) Maxim Leo, *Red Love: The Story of an East German Family*; 6) journal articles and additional primary sources.

HISTORY OF SPAIN, 1469 TO PRESENT

Fulfills UC2012: Pillars/ Historical Contexts (Level 2)

Fulfills UC2016: Breadth/Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Global Engagement

HIST 3339-001

TueThu—2:00PM-3:20—156 Dallas Hall

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

This course provides a broad survey of Spanish history from 1469 to the present covering the following topics: the union of the crowns, the rise of the Spanish Empire, the decline of Spain, the Bourbon revival, the Napoleonic invasion and the turbulence of the nineteenth and early twentieth centuries, the Civil War, Franco's Spain, and the transition to democracy.

Readings include: 1) Javier Cercas, *Soldiers of Salamis*; 2) Sheelagh Ellwood, *Franco: Profiles in Power*; 3) George Orwell, *Homage to Catalonia*; 4) Richard Kagan, *Lucrecia's Dreams: Politics and Prophecy in Sixteenth-Century Spain*; 5) William D. Phillips Jr. and Carla Rahn Phillips, *A Concise History of Spain*.

SOVIET/POST-SOVIET POLITICS AND SOCIETY, 1917-PRESENT

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

Fulfills UC2016: Breadth/Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/ Global Engagement

HIST 3341-001

TueThu—9:30-10:50am—116 Dallas Hall

Prof. Daniel Orlovsky—337DH—214-768-3746 dorlovsky@smu.edu

The course is a general introduction to the history of the Soviet Union and its successor states. There are no prerequisites. The focus is on Soviet/Russian/Eurasian societies and domestic politics and their relationship to culture, ideologies and institutions. There will also be material on foreign policy. Students will be required to take a written final examination, write a short essay (6-8 pages) on required course reading (topics to be distributed in class). We are going to attempt to connect Soviet history to the unfolding events within the former Soviet Union, with special attention to the problems of building “democracy,” a “market economy” and a new national identity in Russia under the Yeltsin, Putin and Medvedev regimes, and the now independent states of Ukraine, the Baltics, Central Asia and the Caucasus.

Readings Include: 1) P. Naker and S. Glasser, *Kremlin Rising*; 2) Robert Service, *History of Soviet Union* 3) Stephen Kotkin, *Armageddon Averted*; 4) Stephen Kotkin, *Magnetic Mountain*; 5) David Remnick, *Lenin’s Tomb: The Last Days of the Soviet Empire*; 6) John Scott, *Behind the Urals*; 7) S. Fitzpatrick and Yu Slezkin, eds., *In the Shadow of Revolution: Life Stories of Russian Women from 1917 to the Second World War*; 8) W. Rosenberg, ed., *Bolshevik Visions*; 9) L. Sigelbaum and A. Sokolov, *Stalinism as a Way of Life*; 10) Yu Trifonov, *House on the Embankment*; 11) Clarence Brown, *The Portable Twentieth Century Russian Reader*.

WARFARE AND DIPLOMACY IN ANTIQUITY

HIST 3354-001

TueThu—12:30-1:50pm—101 Dallas Hall

Prof. Melissa Dowling—356B DH—214-768-2976

mdowling@smu.edu



“Everyone was apparently very bored at work that day.”

This course offers an introduction to Graeco-Roman warfare and diplomacy, with special attention to ancient theories of imperialism and the just war. The scholarly problems involved in the exploration of ancient concepts of war are peculiarly familiar to modern Americans. Greek city-states and kingdoms frequently fought Egyptian and Near-Eastern leaders. The Roman Empire at its height encompassed a population of 100 million inhabitants and stretched across all Britain, Europe, North Africa, and the Near East (for three years to the banks of the Euphrates River). The processes by which these diverse peoples and cultures, languages and religions, encountered each other and eventually were incorporated into the Roman state with standardized, substantial protections under Roman law are worthy of close study. We will focus on the primary (ancient) texts, monuments and artifacts that illustrate Greek and Roman warfare, imperialism and military life.

Readings will include: Homer’s *Iliad*; Thucydides, *Peloponnesian War* (the great war between Athens and Sparta); Arrian, *The Campaigns of Alexander the Great*; Livy, *The War with Hannibal*; Julius Caesar, *The Conquest of Gaul*; Josephus, *The Jewish War*; and ancient handbooks on siege warfare.

ROMAN HISTORY AND ROMAN MIND

Fulfills UC2012: Pillars/ Historical Contexts (Level 1)

Fulfills UC2016: Breadth/ Historical Contexts

HIST 3361-001

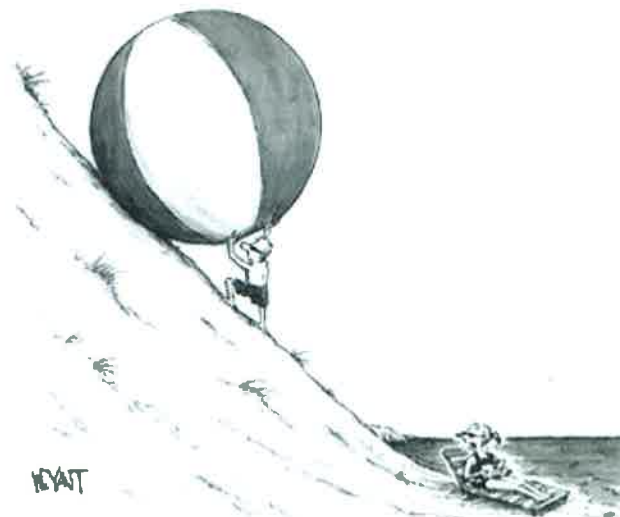
TueThu—3:30-4:50pm—116 Dallas Hall

Prof. Melissa Dowling—356B DH—214-768-2976

mdowling@smu.edu

From the myths of the founding of the ancient city to the fall of its empire, Rome and Roman civilization laid the foundations for Western civilization. We will examine Roman political and military history, trade and imperialism, religions and culture, and art and archaeology. We will examine closely the end of the Roman republic and the issues of the early emperors. A field trip will be included.

Readings will include: Plautus' comedies, Vergil's epic poem *The Aeneid*, Cicero's speeches, Caesar's own history of his conquest of Gaul, Tacitus' history of the reigns of Caligula and Nero, and Livy's history of Hannibal's invasion of Italy.



"Can't you ever relax?"

THE AMERICAN REVOLUTION

Fulfills UC2012: Pillars/ Historical Contexts (Level 2)

Fulfills UC2016: Breadth/Historical Contexts

Fulfills UC2012 and UC2016: Proficiencies & Experiences/Writing

HIST 3370-001

TueThu—12:30-1:50pm—110 Hyer Hall

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

This course will explore the American Revolution from several perspectives. The first is the traditional story: how the British Empire broke up and the American Republic took place. The second is what it meant to live through a large transformative event, which meant winning, losing, getting by, finding great opportunities, and suffering great losses. The third is how the Revolution emerged from a larger colonial situation than just the "thirteen colonies," how it altered that situation but did not abolish it, and how important parts of the colonial situation continued rather than ended. The fourth is how the Revolutionary era saw the beginning of slavery's end, but only the beginning, leaving a deep gash across the Republic. Finally, the course will explore the relationship between the Revolution, which was also a civil war, and the Civil War, which also was a revolution.

Readings include: Alan Taylor, *American Revolutions, a Continental History*; Maya Jasanoff, *Liberty's Exiles*; Edward Countryman, *Enjoy the Same Liberty: Black Americans and the Revolutionary Era*; Mary Beth Norton, *Liberty's Daughters*; Ray and Marie Raphael, *The Spirit of '74*; Pauline Maier, *American Scripture: Making the Declaration of Independence*; and Colin Calloway, *The Shawnees and the War for America*.

**JUNIOR SEMINAR: RESEARCH AND WRITING
ON THE HISTORY OF FRANCE AND ENGLAND, 1500-1789**

Fulfills UC 2012 Pillars: Historical Contexts (Level 2)
Fulfills UC 2012 & 2016: Information Literacy/Oral Communication/Writing
Fulfills UC2016: History, Social and Behavioral Sciences

HIST 4300-002

Tues—2:00-3:20pm—104 Annette Caldwell Simmons Hall

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

This seminar will focus on the history of England and France from 1500-1800. It is intended to allow students to develop a research and writing project of their choosing within this broad topic, using extensive primary and secondary source materials. Students are free to explore topics focused on a wide variety—religious issues, political revolutions and movements, women's history, etc. Initial readings will provide background material before each student begins to focus on his or her topic.

Readings include: Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History*; James B. Collins, *From Tribe to Nation*; Merry Wiesner-Hanks, *Early Modern Europe, 1450-1789*; William Kelleher Storey, *Writing History: A Guide for Student.*



"Nice, but as long as there are readers there will be scrolls."

RUSSIA FROM KIEVAN ERA TO 1881

HIST-4367-001

Tues—2:00-4:50pm—137 Dallas Hall

Prof. Daniel Orlovsky—337DH—214-768-3746 dorlovsky@smu.edu

Survey of Russian history from the earliest origins in east Slavic territory to the Great Reforms of Alexander II and their immediate aftermath. Considers political and social history, empire and foreign policy as well as landmarks of Russian Culture.

Readings include Freeze, *Oxford History of Russia*, N. Rzhnevsky, *An Anthology of Russian Literature*, S. Zenkovsky, *Medieval Russia's Epics, Chronicles and Tales*, A. Herzen, *My Past and Thoughts*, T. Riha, *Readings in Russian Civilization*, vol. 2, N. Chernyshevsky, *What is to be Done?* (trans. M. Katz)

GRADUATE COURSES

COLLOQUIUM: MODERN AMERICA 1929-PRESENT

HIST-6304-001

Tues—2:00-4:50pm—70 Dallas Hall

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



This colloquium seeks to provide graduate students with a thorough understanding of major problems and lines of historiographical debate in modern American history, beginning with the Great Depression and the New Deal to the end of the Cold War. (Broader topics in between include World War II, civil rights, the women's movement, and the Vietnam War.) The course will involve substantial readings in leading monographs and scholarly articles as well as additional assignments on topics chosen by students themselves.

COLLOQUIUM: THE HISPANIC SOUTHWEST

HIST 6305-001/HIST 5305-001

Mon—2:00-4:50pm—138 Dallas Hall

Prof. John Chávez—67DH—214-768-2975 ichavez@smu.edu

Borderlands studies, now global in scope, had their origins in Herbert E. Bolton's slim volume, *The Spanish Borderlands* (1921). This graduate colloquium focuses on the early and continuing development of the field as the history of the "Hispanic Southwest," that is the far northern frontier of New Spain and Mexico. While reading major surveys, such as David Weber's *Mexican Frontier* (1982), students report on select monographs of early and more recent publication as we trace the historiography to the present. Assignments include book reviews, a bibliographical essay, and oral presentations.



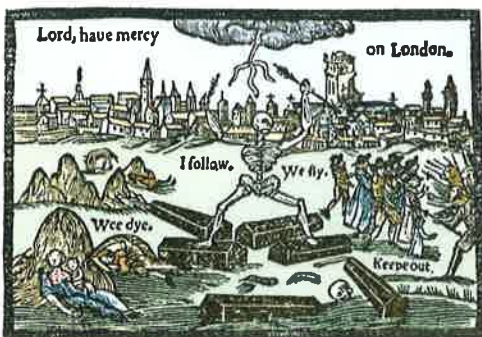
Tentative Readings include: 1) Herbert E. Bolton's *Spanish Borderlands*; 2) John Francis Bannon's *Spanish Borderlands Frontier*; 3) David J. Weber's *Spanish Frontier in North America*; and others individually assigned.

INTRODUCTION TO DIGITAL HISTORY: DISEASE & EPIDEMICS IN WORLD HISTORY

HIST 6306-001

Mon—2:00-4:50pm—120 Dallas Hall

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



This course surveys recent historical studies of disease and epidemics, with an emphasis on new and emerging methodologies in digital history. Through looking at how historians are currently analyzing data related to disease through digital tools, students will learn the possibilities for using such tools. 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, giving students the opportunity to gain expertise in each platform.

NATIONALISM

HIST 6319-001

Wed—2:00-4:50pm—120 DH

Prof. Erin Hochman—64 DH—214-768-3971

ehochman@smu.edu

Although the world has become increasingly connected due to the invention of the Internet, cheaper air travel, and the global flow of capital, the current resurgence of extremist nationalism shows that the idea of the nation remains a potent force. But how and why did this abstract concept become the predominant way that people in the modern era understood their place in the world? Using both theoretical and historical approaches, this course explores a different thematic area each week. Topics include the origins of nationalism, the invention of national traditions and commemorations, the gendering of nations, the role of race and ethnicity in defining nations, extremist



nationalism and ethnic cleansing, banal nationalism, the importance of space and place in demarcating nations, the relationship between regionalism and nationalism, nationalism in the colonial and postcolonial world, as well as the impact of globalization on nationalism.

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

PROBLEMS IN US HISTORY RESEARCH 19th CENTURY US HISTORY

HIST 6338-001

Thurs—2:00-4:50pm—138 Dallas Hall

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

This course is a graduate research seminar broadly focused on “the long nineteenth century” in the United States. The aim is for every student to produce an article-length article from primary-source research over the course of the semester. We will begin with some common readings around the theme of “democratic strategy in American history.” These will serve as a common point for discussing research techniques and are not meant to constrain anyone’s research interests. We will then break into our individual projects, all the while convening regularly to present research, discuss ideas, workshop writing, and troubleshoot any obstacles that may arise. Students should come to the course having thought about the research they wish to pursue and, ideally, having begun to investigate the availability of sources.

**THE GRADUATE COURSES LISTED BELOW REQUIRE DEPARTMENT APPROVAL
(For approval, see Graduate Director, Kate Carte Engel)**

HIST 6398-P22	Thesis	Knock
HIST 6398-P43	Thesis	Countryman
HIST 6399-P22	Thesis	Countryman
HIST 6399-P43	Thesis	Knock
HIST 7000-P10	Teacher Preparation	Engel
HIST 7398-P03	Research	Guldi
HIST 8049-001	Grad Full Time PHD	Engel
HIST 8398-P27	Dissertation PHD	Foley
HIST6049-001	Grad Full Time	Engel



"Can you juggle a household, three kids, and a career?"

HISTORY FACULTY—Spring Term

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



*"If reelected, this time I promise not to procrastinate for four years
and then try to get all my governing done in one epic all-nighter."*



Phi Alpha Theta

The National Honor Society

in History

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

