

William P. Clements
Department of History

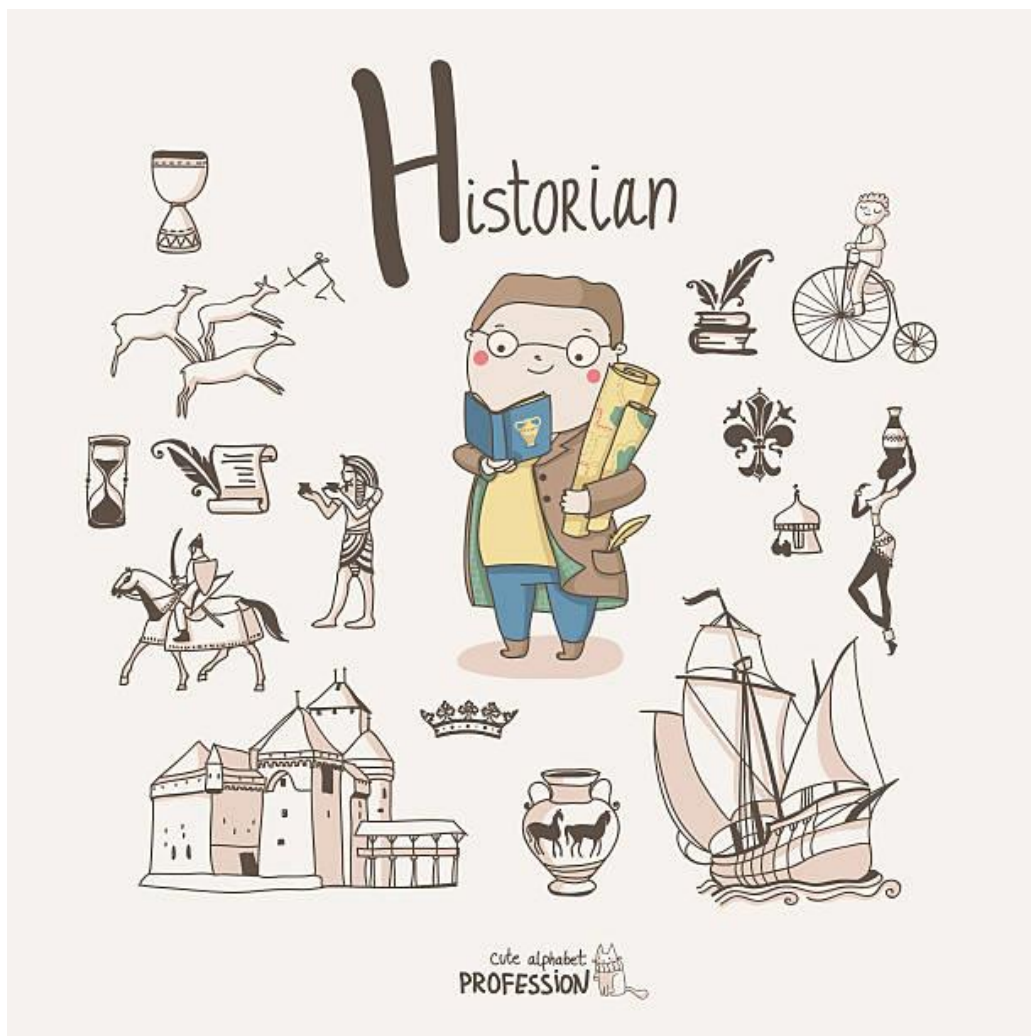


Take History, Make History
Spring 2024

Spring 2024 History Course Schedule

Class/Sect.	Course Title	Day	Time	Instructor	Room
HIST 1321-001	Intro. Topics, Digital History: Uncovering Early America	MWF	11:00-11:50	Swain, Greta	Clements 0225
HIST 1321-002	Intro. Topics/American History Seminar: Votes for Women	Tu/Th	9:30-10:50	DeLuzio, Crista	Dallas Hall 0116
HIST 1321-003H	Intro. Topics/American History Seminar: North America in Myth & History	Tu	10:00-12:50	Graybill, Andrew	Ware 0136
HIST 1321-004	Intro. Topics/American History Seminar: American Energy History	Tu/Th	2:00-3:30	Ron, Ariel	Caruth Hall 0147
HIST 1322-001H	Intro. Topics/Europe Seminar: Dem. Revs: US, Britain, France	Tu/Th	11:00-12:20	Winnie, Laurence	Dallas Hall 0343
HIST 2306-001H	The Kids Are All Right	Tu/Th	12:30-1:50	DeLuzio, Crista Levy, Bruce	Dallas Hall 0116
HIST 2311-001	Out of Many: US History to 1877	MWF	2:00-2:50	Angulo, Jonathon	Dallas Hall 0116
HIST 2312-001	Unfinished Nation: US 1877-Present	Tu/Th	11:00-12:20	Knock, Thomas	Dallas Hall 0101
HIST 2314-701	On the Edges of Empire	W	6:00-8:50	Ball-Phillips, Rachel Foley, Neil	On Campus Arranged
HIST 2337-001H	US Sports History	Tu/Th	2:00-3:20	McCrossen, Alexis	Dallas Hall 0106
HIST 2351-001	Medieval World: 1095-1350	Tu/Th	3:30-4:50	Lopez, Bianca	Junkins 0110
HIST 2365-001	Europe in Modern World: Ren-1760	Tu/Th	2:00-3:20	Wellman, Kathleen	Junkins 0110
HIST 3301-701C	Human Rights: America's Dilemma	Tu	6:30-9:20	Halperin, Rick	Clements 0120
HIST 3301-702C	Human Rights: America's Dilemma	W	6:30-9:20	Halperin, Rick	Clements 0120
HIST 3310-001	Problems in American History: The Black Athlete	Tu/Th	12:30-1:50	Hamilton, Kenneth	Simmons 0317
HIST 3310-002	Problems in American History: War Making in US Politics/Society	MWF	10:00-10:50	Ng, Jonathan	Caruth Hall 0225
HIST 3314-001	African Americans in US, 1877-Present	Tu/Th	9:30-10:50	Hamilton, Kenneth	Caruth Hall 0384
HIST 3319-001	Texas History	MWF	2:00-2:50	Franklin, Brian	Dallas Hall 0306
HIST 3320-001	The French Revolution	Tu/Th	12:30-1:50	Winnie, Laurence	Dallas Hall 0156
HIST 3329-001	Women in Early Modern Europe	Tu/Th	11:00-12:20	Wellman, Kathleen	Dallas Hall 0106
HIST 3336-001	United States Cultural History	Tu/Th	11:00-12:20	McCrossen, Alexis	Caruth Hall 0184
HIST 3340-001	Revolutionary Experience in Russia: 1900-1930	M/W	2:00-3:20	Palmer, Scott	Clements Hall 0126
HIST 3363-001	The Holocaust	MWF	11:00-11:50	Hochman, Erin	Dallas Hall 0152
HIST 3370-001	The American Revolution	M/W	2:00-3:20	Carte, Katherine	Dallas Hall 0357
HIST 4300-001	Junior Seminar Research & Writing Seminar: Cleopatra's Triumph: Egypt/Rome	M	2:00-4:50	Dowling, Melissa	Dallas Hall 0153

HIST 4300-002	Junior Seminar Research & Writing Seminar: Bound by Blood: Medieval Families	Tu	10:00-12:50	Lopez, Bianca	Dallas Hall 0070
HIST 4390-001C HIST 4390-002H	Senior Seminar: Being Minority in the Mid-East	M	2:00-4:50	Ates, Sabri	Dallas Hall 0157
HIST 4390-003C HIST 4390-004H	Senior Seminar: American Christianity & the American Nation 1800-1860	Th	2:00-4:50	Carte, Katherine	Dallas Hall 0149
HIST 6304-001	Modern America 1929-Present	Tu	2:00-4:50	Knock, Thomas	Dallas Hall 0070
HIST 6355-001	Problems in Latin American History	Th	2:00-4:50	Mijangos y Gonzalez, Pablo	Dallas Hall 0070
HIST 6395-001	History as an Academic Profession	M	2:00-4:50	Kelly, Jill	Dallas Hall 0070
HIST 6397-001	Transnational Research	W	10:00-12:50	Foley, Neil	Dallas Hall 0070



Spring 2024 Faculty Contacts

Sabri Ates	214-768-2968	Dallas Hall 65	Sates@smu.edu
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Andrew R. Graybill	214-768-2709	Dallas Hall 338	Agraybill@smu.edu
Brian Franklin	214-768-3782	Dallas Hall 227	Brfranklin@smu.edu
Rick Halperin	214-768-3284	Clements Hall 109	Rhalperi@smu.edu
Kenneth Hamilton	214-768-2889	Dallas Hall 221	Kmarvin@smu.edu
Erin R. Hochman	214-768-3971	Dallas Hall 64	Ehochman@smu.edu
Macabe Keliher	214-768-2998	Dallas Hall 59	Macabe@smu.edu
Jill E. Kelly	214-768-2971	Dallas Hall 55	Jillk@smu.edu
Thomas J. Knock	214-768-2972	Dallas Hall 333	Tknock@smu.edu
Bianca Lopez	214-768-3683	Dallas Hall 63	Biancal@smu.edu
Alexis M. McCrossen	214-768-3676	Dallas Hall 352	Amcross@smu.edu
Pablo Mijangos	214-768-3744	Dallas Hall 60	Pmijangosygonzalez@smu.edu
Brandon Miller	214-768-4543	Clements Hall G02AD	Bgmiller@smu.edu
Jonathan Ng	214-768-3226	Dallas Hall 238	ngj@smu.edu
Daniel T. Orlovsky	214-768-3746	Dallas Hall 337	Dorlovsk@smu.edu
Scott Palmer	214-768-2000	Dallas Hall 67	swpalmer@smu.edu
Ariel Ron	214-768-4043	Dallas Hall 56	Aron@smu.edu
Greta Swain	214-768-3228	Dallas Hall 58D	gswain@smu.edu
Kathleen A. Wellman	214-768-2970	Dallas Hall 328	Kwellman@smu.edu
Laurence H. Winnie	214-768-2980	Dallas Hall 58B	Lwinnie@smu.edu



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 area distribution requirement as well as toward advanced credit requirement. NOTE: Majors are required to take the Junior Seminar during their junior year—not before or after that time. Any exception to this rule must be cleared by 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.

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 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.

Academic Prizes for Undergraduates

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the Spring and Fall 2023 semesters are eligible for the 2023 Jacobus Junior Paper Prize in History, which will be awarded near the end of the Spring semester 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 prize recipient 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 a special committee of SMU history faculty judges papers. For further details, email the Director of Undergraduate Studies, Professor Sabri Ates, at sates@smu.edu.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

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

The Stanton Sharp Award for Outstanding Service and Academic Achievement

This award is named in honor of Stanton Sharp, the son of our exceedingly generous long-time benefactor, the late Ruth Sharp Altshuler, the former SMU Board of Trustees chairperson. The Sharp Fund has also enhanced faculty research and teaching in the History Department.



Undergraduate Courses

Introductory Topics in American History

Digital History: Uncovering Early America

Fulfills: CC: Historical Contexts, Writing, Human Diversity, Oral Communication

UC2012: Pillars/ Historical Context (Level 1)

UC 2012 and UC 2016: Proficiencies & Experiences: Writing; UC 2016 Breadth: Historical Contexts

HIST 1321-001

Monday/Wednesday/Friday, 11:00 am-11:50 am, 225 Clements Hall

Dr. Greta Swain

This course teaches students to use digital tools and methods to discover new insights about early American history. We will focus on people, events, and sources from the colonial era, the American Revolution, and the early American Republic. The class will prioritize doing history—teaching the fundamentals of digital technology by applying them to practical historical problems. Over the course of the semester, students will learn how to find, use, verify, interpret, and analyze historical primary sources online, while also putting them in context with secondary scholarly sources. Students will also discover how digital tools can be used to ask new questions, build historical arguments, analyze datasets, create visualizations, construct digital maps, and present visual and textual work effectively online. By completing a series of small digital projects—culminating in an online visualization essay at the end of the semester—students will gain valuable digital and historical thinking skills and a greater understanding of the early American past.

Readings include > 1) *The American Yawp* (online) and additional digital history articles and primary sources distributed through Canvas. Students will need to purchase a one-year subscription to Reclaim Hosting.

Introductory Topics in American History

Votes for Women

Fulfills: CC: Historical Contexts, Writing, Human Diversity, Oral Communication

UC2012: Pillars/ Historical Context (Level 1)

UC 2012 and UC 2016: Proficiencies & Experiences: Writing; UC 2016 Breadth: Historical Contexts

HIST 1321-002

Tuesday/Thursday, 9:30am-10:50am, 116 Dallas Hall

Professor Crista DeLuzio

August 2020 marked the 100th anniversary of the adoption of the Nineteenth Amendment to the federal Constitution. The Nineteenth Amendment barred disenfranchisement on account of sex. Its ratification marked the greatest expansion of political democracy in U.S. history. This course will explore the long struggle by women to secure the right to vote and will assess the ramifications of suffrage for women's engagement and power as political actors, for the ongoing struggle for gender equality, and for the political life of the nation. We will focus on the diverse individuals and groups of women involved in the suffrage crusade, including the extraordinary leaders of the movement (in all of their messy complexities) and the masses of lesser-known women who rallied for the cause. We will examine the struggles and rivalries within the suffrage movement, the opposition to woman suffrage, the connections between the battle for suffrage and westward expansion and US imperialism, men's relationship to the movement, and the influence of nativism and racism within the movement, among other topics.

Readings include: 1) Ellen Carol DuBois, *Suffrage: Women's Long Battle for the Vote*; 2) Susan Ware, ed. *American Woman's Suffrage: Voices from the Long Struggle for the Vote, 1776-1965*; 3) Martha S. Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*.

Introductory Topics in American History North American West in Myth and History

Fulfills: CC: Historical Contexts, Writing, Human Diversity, Oral Communication

UC2012: Pillars/ Historical Context (Level 1)

UC 2012 and UC 2016: Proficiencies & Experiences: Writing; UC 2016 Breadth: Historical Contexts

HIST 1321-003H

Tuesday, 10:00am-12:50pm, 136 Ware Commons

Professor Andrew Graybill

Even before the historian Frederick Jackson Turner declared the closing of the frontier in 1893, the mythologization of the American West had begun; it has endured ever since as a source of U.S. national identity and an ideology that shaped the region's settlement. This seminar explores the myth of the West by examining its many cultural icons, including Anglo pioneers and overland emigration; cowboys and the open range cattle industry; outlaws and regenerative violence; and conflict between Indigenous people and the U.S. military. In our study, we will use a broad range of materials—dime novels, historical literature, fiction, movies, television, and biography. The course will emphasize close reading, classroom discussion, and expository writing.

Readings include: 1) Bill Brown, *Reading the West: An Anthology of Dime Westerns*; 2) Patricia Nelson Limerick, *Legacy of Conquest: The Unbroken Past of the American West*; 3) Richard Slotkin, *The Fatal Environment: The Myth of the Frontier in the Age of Industrialization, 1800-1890*; 4) Owen Wister, *The Virginian*.



Introductory Topics in American History American Energy History

Fulfills: CC2020 Human Diversity; Oral Communication; Writing

UC2016 Breadth: Historical Contexts; Proficiencies & Experiences: Oral Communication, Writing

HIST 1321-004

Tuesday/Thursday, 2:00pm – 3:20pm, 147 Caruth Hall

Professor Ariel Ron

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

Readings include: (subject to change): 1) David E. Nye, *Consuming Power: A Social History of American Energies*; 2) Christopher F. Jones, *Routes of Power: Energy and Modern America*; 3) Needham, *Power Lines: Phoenix and the Making of the Modern Southwest*; 4) Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*.

**Introductory Topics in European History:
Democratic Revolutions: US, Britain, France**

Fulfills: CC: Historical Contexts, Writing

UC2012: Pillars/ Historical Context (Level 1)

UC 2012 and UC 2016: Proficiencies & Experiences: Writing; UC 2016 Breadth: Historical Contexts

HIST 1322-001H

Tuesday/Thursday, 11:00am-12:20pm, 343 Dallas Hall

Professor Laurence Winnie

This course explores the complex vision of Alexis de Tocqueville (1805-59), author of *Democracy in America* (1835, 1840), about the democratic revolutions that were transforming the world in the nineteenth century. Like many courses on Tocqueville's thought, it will engage with the ideas about democracy he developed in his famous book on America. Unlike other courses on Tocqueville, it will focus on his observations on these democratic revolutions in four countries: America, England, Ireland, and France. This course will be valuable to students interested in American politics, American history, British and French history, and politics and culture.

Readings include: Alexis de Tocqueville, *Democracy in America*; *Recollections*; *The Ancient Regime and the Revolution*; and Seymour Drescher, *Tocqueville and England*.

The Kids Are Alright

Fulfills: CC General Education, Breadth; Historical Contexts,

CC Graduation Requirements, Proficiencies & Experiences: Human Diversity; Writing

HIST 2306-001H

Tuesday/Thursday 12:30pm-1:50pm, 116 Dallas Hall

Team Instruction with Professors Crista DeLuzio (History) and Professor Bruce Levy (English)

The Kids Are Alright examines key issues associated with American youth from historical, literary, and other disciplinary perspectives. The course explores childhood and adolescence as flexible social constructs that reflect – and respond to – larger forces of historical change. Among the questions we will seek to answer are these: At any given historical moment, what were the prevailing expectations for girls and boys growing up, and how did those expectations resonate with broader cultural hopes, longings, and anxieties? How were young people shaped by prevailing expectations for growing up, and how did they play a role in shaping those expectations and the wider society in return? What has changed and what has stayed the same regarding how children were viewed and treated, how they lived their lives over the course of U.S. history, and with what consequences for children's lives in the present? We will consider children and adolescents in various contexts: in the family, at school, at work, and at play, as well as examine their roles and influence as objects of reform, consumers, social activists, and cultural icons. Throughout the course, we will pay close attention to the multiple paths of growing up in the United States, especially to the ways in which the categories of gender, race, ethnicity, and social class have shaped experiences and representations of childhood and adolescence.

Readings include: 1) Steven Mintz, *Huck's Raft: A History of American Childhood*; 2) Horatio Alger, *Ragged Dick*; 3) Lynda Barry, *One Hundred Demons*; 4) Stephen Crane, *Maggie a Girl of the Streets*; 5) Frederick Douglass, *Narrative of the Life of Frederick Douglass*; 6) James T. Farrell, *Young Lonigan*; 7) Hannah Foster, *The Coquette*; 8) Paule Marshall, *Brown Girl, Brownstones*; 9) J.D. Salinger, *The Catcher in the Rye*; 10) Henry James, *Daisy Miller*; 11) Other primary sources and excerpts from historical monographs, accessible via the Web and on Canvas

Out of Many: History of The United States to 1877

Fulfills: CC Historical Contexts

Fulfills UC Pillars: Individuals, Institutions & Cultures (Level I), GEC Perspectives-History Requirement

HIST 2311-001

Monday/Wednesday/Friday, 2:00pm – 2:50pm, 116 Dallas Hall

Dr. Jonathan Angulo

This class examines the history of the United States, beginning with Indigenous history to the War for Independence, expansion to the West, and ending with Reconstruction. The course focuses on essential themes in United States history, emphasizing Indigeneity, freedom movements of ethnic and racial communities, fluid borders, gender, and other topics. It takes a varied approach to understand the complexity of change over time to better inform the class of the present. Our meetings will include lectures, discussions, films, public history, and class speakers.

Readings include: 1) Joseph L. Locke and Ben Wright, *The American Yawp Vol. 1: Before 1877* (Palo Alto: Stanford University Press, 2019) Available online for free: <https://www.americanyawp.com/reader.html>; 2) Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (New York, W.W. Norton & Company, 2019); 3) Bryan Burrough, Chris Tomlinson, and Jason Stanford. *Forget the Alamo: The Rise and Fall of an American Myth* (New York: Penguin Press, 2021.)

The United States Since 1865

Fulfills: Common Curriculum: Historical Contexts

UC 2016 Individuals, Institutions, and Cultures

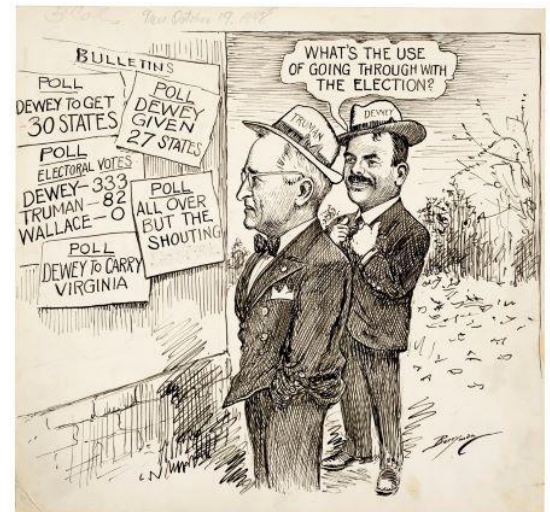
HIST 2312-001

Tuesday/Thursday – 11:00am – 12:20pm – 101 Dallas Hall

Professor Tom 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 their roles in American society.

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



On the Edges of Empire
India and Mexico/American Southwest
Fulfills: CC: Historical Contexts

HIST 2314-701

Wednesday, 6:00pm-9:00pm, Moody Auditorium

Professor Neil Foley and Dr. Rachel Ball-Phillips

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 the present.

Readings include: 1) Selected chapters from Edward Said, *Orientalism*; 2) Nora MacQueen, *Colonialism*; 3) John Chasteen, *Born in Blood and Fire*; 4) Matthew Restall, *Seven Myths of the Spanish Conquest*; 5) Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not*; 6) Shashi Tharoor, *Inglorious Empire: What the British Did to India*; 7) Neil Foley, *Mexicans in the Making of America*; Rachel Ball-Phillips, “Digital Archives: Teaching Indian Colonial History through Photographs” in *Education About Asia*; 7) Douglas Peers and Nandini Gooptu, *India and the British Empire*; 8) Thomas Metcalf, *Ideologies of the Raj*; 9) Maria Elena Martinez, “Black Blood of New Spain: Limpieza de Sangre, Racial Violence and Gendered Power in Early Colonial Mexico,” in *William and Mary Quarterly*; 10) Sumathi Ramaswamy, *The Visual Culture Reader*; 11) David Weber, *Myth and the History of the Hispanic Southwest*.



“DISPUTED EMPIRE!”

US Sports History

This course is restricted to students in the University Honors Program.

Fulfills CC General Education, Breadth: Historical Contexts

Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016 Breadth: Historical Contexts

HIST 2337-001H

Tuesday/Thursday, 2:00pm – 3:20pm, 106 Dallas Hall

Professor Alexis McCrossen

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 sports in the United States. Class meetings will include sports history lectures (often illustrated), the screening of sports documentaries, guided discussions, and student presentations.

Readings include: Richard Davies, *Sports in American Life* (3rd edition).

Medieval World: 1095 to 1350

Fulfills CC General Education, Breadth: Historical Contexts

Fulfills UC2012: Pillars: Historical Contexts (Level 1); UC2016: Breadth/Historical Contexts

HIST 2351-001

Tuesday/Thursday, 3:30pm – 4:50pm, 110 Junkins Building

Professor Bianca Lopez

This course considers the latter half of medieval European history from the First Crusade (1095) to the aftermath of the Black Death (c.1350), with particular emphasis on the emergence of Western European identity. In investigating the later Middle Ages, we will consider how institutions arose and developed, including Christianity's spread and the return of centralized kingdoms. Religious persecution, economic revival, and environmental crises define these centuries, and we will turn to those themes throughout this course. Required readings will include a textbook and sourcebook of documents, including law codes, saints' lives, the deeds of kings, and anti-heretical writings, all of which reflect the diversity of the medieval world.



Readings include: 1) Patrick Geary, ed., *Readings in Medieval History. Vol. 1. Fifth Edition* (Toronto: University of Toronto Press, 2015); 2) Barbara H. Rosenwein, *A Short History of the Middle Ages. Vol. I. Fourth Edition* (Toronto: University of Toronto Press, 2014).

Europe in the Modern World, Renaissance to 1760

Fulfills CC General Education, Breadth: Historical Contexts

Fulfills UC2012: Pillars: Historical Contexts (Level 1); UC2016: Breadth/Historical Contexts

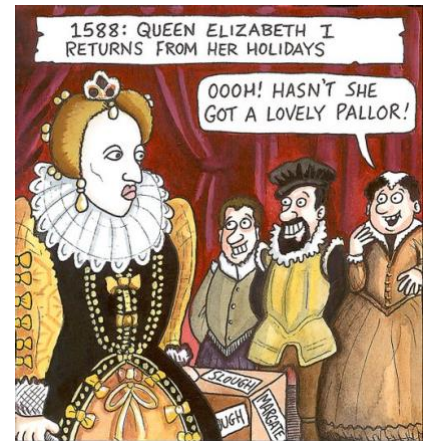
HIST 2365-001

Tuesday/Thursday 2:00pm – 3:20pm, 110 Junkins Building

Professor Kathleen Wellman

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

Readings: 1) Kirschner And Cochrane (Ed.) *Readings in Western Civilization*, Vol.5, 2) Gene Brucker, *Giovanni and Lusanna*; 3) Natalie Zemon Davis, *The Return of Martin Guerre*; 4) Niccolò Machiavelli, *The Prince*; 5) Thomas More, *Utopia*; 6) René Descartes, *Discourse on Method*.



Human Rights: America's Dilemma

Fulfills: CC General Education, Breadth: Historical Contexts

CC Graduation Requirements, Proficiencies & Experiences: Community Engagement; Writing

Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts UC2012

UC2016: Proficiencies & Experiences/Writing/Community Engagement

HIST 3301-701C (Co-listed with HRTS 3301-701C)

Tuesday 6:30pm-9:20pm, 120 Clements Hall

Professor Rick Halperin

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

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 has been innocent of human rights abuses. This course will examine certain violations of human rights within their historical context. It 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 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) John T. Parry, *Understanding Torture: Law, Violence, and Political Identity*; 3) Henry Friedlander, *Origins of Nazi Genocide*; 4) Ben Kiernan, *Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor*; 5) Samantha Power, *A Problem from Hell: America and Age of Genocide*.

Problems in American History: The Black Athlete

Fulfills: CC General Education, Breadth: Historical Contexts

Fulfills UC2012: Pillars/ Historical Contexts (Level 2) UC2016: Breadth/ Historical Contexts

HIST 3310-001

Tuesday/Thursday, 12:30pm – 3:50, 317 Harold Clark Simmons Hall

Professor Kenneth Hamilton

This is a historical survey of the experiences of African-American collegiate and professional athletes. Like most places in the world, sports in the United States is a most important aspect of society.

Students in History 3310 will secure a basic biographic knowledge of some of the more notable post-Civil War black collegiate and professional athletes. They will also gain a rudimentary historical understanding of the role that Americans' race consciousness has played in shaping post-Civil War collegiate and professional sports history. Students will, moreover, gain an understanding of how the Modern-Day Civil Rights Movement and the news media have motivated African-American Athletes and their supporters to attempt to make collegiate and professional sporting contests much more than just entertaining events.

Readings include: 1) Howard Bryant, *The Heritage-Black Athletes, A Divided America and the Politics of Patriotism*; 2) The Constitution of the United States; 3) Jennifer H. Lansbury, *A Spectacular Leap-Black Women Athletes in Twentieth-Century America*; 4) Danna Brooks and Ronald Althouse, *Racism in College Athletics*, 3rd Edition; 5) William C. Rhoden, *Forty Million Dollar Slaves-The Rise, Fall, and Redemption of the Black Athlete*.

Problems in American History

War Making in US Politics and Society

Fulfills: CC General Education, Breadth: Historical Contexts

Fulfills UC2012: Pillars/ Historical Contexts (Level 2) UC2016: Breadth/ Historical Contexts

HIST 3310-002

Monday/Wednesday/Friday, 10:00am – 10:50am, 225 Clements Hall

Dr. Jonathan Ng

This class examines how wars, geopolitical conflicts, and militarization have influenced the economy, politics, popular culture, and foreign relations of the United States since World War II. An overarching thesis structures this course: War is not simply an event but a process; or, as William Appleman Williams put it, a way of life. Rather than focusing on traditional military history, we will study how World War II, the Cold War, and the Global War on Terror have profoundly shaped this country: everything from the family and work to entertainment and the social structures and narratives that bind them together.

Readings include: 1) Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*, among other selections.

African Americans in the US, 1877-Present

Fulfills: CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Human Diversity
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts
UC2012, UC2016: Proficiencies & Experiences/Human Diversity

HIST 3314-001

Tuesday/Thursday, 9:30am-10:50am, 384 Caruth Hall
Professor Kenneth Hamilton

This course studies the experiences of African Americans in the United States from 1877 to the 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*.

Texas History

Fulfills: CC Historical Contexts, Human Diversity, Writing
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

Monday/Wednesday/Friday, 2:00pm-2:50pm, 306 Dallas Hall
Dr. Brian Franklin

Among all the states in the USA, none has commanded more attention or maintained such mythic status as Texas. Part of the reason for this is that Texas is not—and never has been—one thing. It is southern and western, native and immigrant, free and enslaved, religious and materialistic, wealthy and poor, red and blue. Through a survey of Texas history from pre-European contact to the present day, we will explore this vast state's fascinating complexities, big ideas, and mythic stories. Along the way, students will gain a better understanding of the importance of Texas history and the basic tools necessary to engage with it today.



Readings include: 1) Álvar Núñez Cabeza de Vaca, *Chronicle of the Narváez Expedition*; 2) Annette Gordon-Reed, *On Juneteenth*; 3) Benjamin Johnson, *Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans into Americans*; 4) H.G. Bissinger, *Friday Night Lights: A Town, A Team, and a Dream*; 5) Selections of Primary and Secondary Sources

The French Revolution

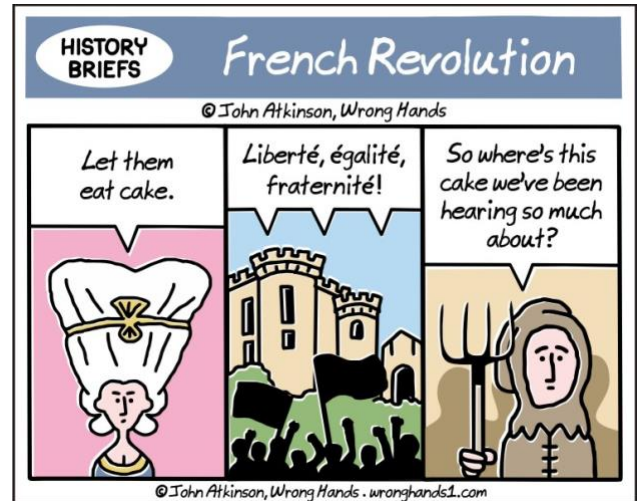
Fulfills: CC General Education, Breadth: Historical Contexts
Fulfills UC2012: Pillars/ Historical Contexts (Level 2) UC2016: Breadth/ Historical Contexts

HIST 3320-001

Tuesday/Thursday, 3:30pm-4:50pm, 203 Elizabeth Perkins Hall
Dr. Laurence Winnie

This course explores the development of the French Revolution from its eighteenth-century origins as a movement for reform of the Absolute Monarchy through a succession of state forms: constitutional Monarchy, Republic, government of the Terror, Directory, and the First Empire. It accents the divisions among the French people and the unstable yet powerful political and social dynamics that the French Revolution released into France, Europe, and the world—dynamics still evident in how we think about modern states and politics.

Readings (all English) include: a textbook, a collection of topical essays, and two films: Renoir's *La Marseillaise* (1938) and Wajda's *Danton* (1982).



Women in Early Modern Europe

Fulfills CC General Education, Breadth: Philosophical, Religious & Ethical Inquiry
CC Graduation Requirements, Proficiencies & Experiences: Human Diversity

HIST 3329-001

Tuesday/Thursday, 11:00am-12:20pm, 106 Dallas Hall
Professor Kathleen Wellman

In this course, we will study the influence of women in Europe in the early modern period. We will explore their engagement in intellectual movements of the period, from the Renaissance and the Reformation to the high culture of the seventeenth century and the Enlightenment. We will also investigate the conditions of family life and work for women and the roles women played in popular culture and political revolution.

Readings include: 1) Gene Brucker, *Giovanni and Lusanna*; 2) Baldasar Castiglione, *The Book of the Courtier*; 3) Natalie Zemon Davis, *Women on the Margins: Three Seventeenth-Century Lives*; 4) Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*; 5) Alan Kors and Edward Peters, (eds.) *Witchcraft in Europe*.



United States Cultural History
Fulfills: CC General Education, Breadth: Historical Contexts



In the days before television

HIST 3336-001

Tuesday/Thursday, 11:00am-12:20am, 184 Caruth Hall

Professor Alexis McCrossen

This course presents an overview of the development of popular culture in the United States *before* the television age. It introduces students to significant cultural brokers, institutions, forms, and events. The class aims to introduce students to major themes and moments in the history of culture in the United States. Course requirements include weekly reading, worksheets, and a research essay or presentation.

Readings include: 1) LeRoy Ashby *With Amusement for All*; 2) Neil Harris *Humbug: The Art of P.T. Barnum*.

Revolutionary Experience in Russia: 1900-1930

Fulfills: Common Curriculum, Global Perspectives, Historical Contexts

UC2016: Proficiencies & Experiences Global Perspectives

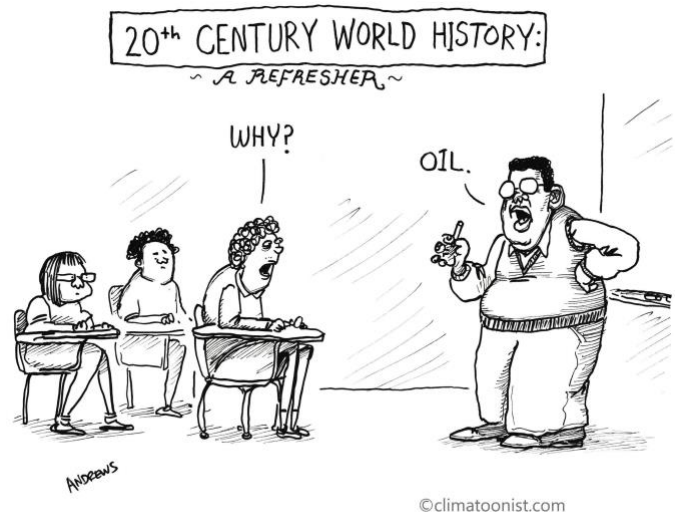
HIST 3340-001

Monday/Wednesday, 2:00pm-3:20pm, 126 Clements Hall

Professor Scott Palmer

“Revolutionary Russia, 1880–1930” offers students an in-depth look at the epochal events that led to the fall of the three-hundred-year-old Romanov dynasty and the rise to power of a millenarian conspiratorial party bent on transforming humankind in accordance with the dictates of Marxist-Leninist-Stalinist ideology. In addition to chronicling the rise of revolutionary political movements (including populism, anarchism, terrorism, and Bolshevism), the course will draw attention to equally consequential revolutions that took place in then contemporary Russian technology and science, industry, and the arts.

Readings include: 1) Orlando Figes, *A People's Tragedy: The Russian Revolution, 1891-1924*; 2) Maksim Gorky, *The Lower Depths*; Vladimir Lenin, *what is to be Done?*; 3) Mikhail Bulgakov, *Heart of a Dog*, and Valentin Kataev, *Time, Forward!*



The Holocaust

Fulfills: CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Proficiencies & Experiences: Writing
UC 2016 Breadth/Historical Contexts Proficiencies & Experiences: Writing

HIST 3363-001C

Monday/Wednesday/Friday, 11:00am-11:50am, 152 Dallas Hall
Professor Erin Hochman

How can we explain the systematic persecution and murder of Europe's Jewish population and other groups deemed racially inferior or unfit by the Nazi regime? Through both primary and secondary sources, we will seek to answer this vexing question by examining the ideas, people, institutions, and events that led to the Holocaust. Among the topics that we will explore over the semester are the roots of European antisemitism and racism; the Nazis' rise to power; the Nazi regime's racial and eugenic policies; the origins and implementation of the T-4 Program and the Final Solution; the motivations and actions of perpetrators, collaborators, and bystanders; the responses of Jews, Roma and Sinti, and others to persecution; the possibilities for resistance; the memory and memorialization of the Holocaust in the postwar period; and the troubling resurgence of neo-Nazism, white supremacy, and antisemitism today.

Readings include: 1) Doris Bergen, *War and Genocide: A Concise History of the Holocaust*; 2) Donald Niewyk (ed.), *The Holocaust: Problems and Perspectives of Interpretation*; 3) Robert Moeller, *The Nazi State and German Society*; 4) Ruth Kluger, *Still Alive: A Holocaust Girlhood Remembered*; 5) Gitta Sereny, *Into That Darkness: An Examination of Conscience*; 6) additional primary and secondary sources available online.

The American Revolution

Fulfills: CC General Education, Breadth: Historical Contexts
CC Graduation Requirements, Fulfills UC2012 Pillars/Historical Contexts (Level 2), UC2016 Breadth/Historical Contexts,
UC 2012 & 2016 Proficiencies & Experiences/Human Diversity,
CC: Historical Contexts,

HIST 3370-001

Monday/Wednesday, 2:00pm – 3:20pm, 357 Dallas Hall
Professor Katherine Carté

How did an empire that had just won the world collapse into political rubble? How did an almost technical and very British question about taxation expose deep faults within the question of being British outside “the Realm?” How did those questions prove to have no solution within the existing system? This course will ask such questions, and more. The revolution was a time of crisis, fear, hope, achievement, failure, and raising new problems. It touched and transformed everything and everybody in eastern North America. So, what did it mean for Native Americans living in and controlling the vast space south of the Great Lakes and east of the Mississippi? During the revolutionary era, slavery changed from more-or-less a fact of life into a problem that would not go away among Britons, white colonists, and, most of all, black people who found a serious chance to free themselves. Endless warfare about America broke out in 1754 and did not really end until 1794. The Revolution created a space called the United States, an American identity and “people” within that space, and institutions of power for that people to use their space and all the people within it. How did these happen? We'll ask such questions all the way through. I'm asking them myself in my current project and will share my ideas with you.

Readings include: 1) Alan Taylor's *American Revolutions*, which is the newest account; 2) Edmund S. Morgan's *The Birth of the Republic*. The rest of our readings will be on Canvas.

Junior Seminar: Research and Writing: Cleopatra's Triumph: Egypt/Rome

Fulfills: CC General Education, Breadth: Historical Contexts

CC Graduation Requirements, Proficiencies & Experiences: Writing in the Major, Oral Communication

UC 2012 Pillars: Historical Contexts (Level 2); UC 2012 & 2016: Information Literacy/Oral Communication/Writing

UC2016: Depth: History, Social and Behavioral Sciences

HIST 4300- 001

Monday, 2:00pm – 4:50pm, 153 Dallas Hall

Professor Melissa Dowling

From conquest by Alexander the Great, to the defeat of Cleopatra and Antony at the Battle of Actium, to the spread of Christianity, ancient Egypt underwent enormous cultural changes, assimilating new gods, governors, languages, and social mores. Greek and Roman societies were profoundly affected by Egyptian culture in



"REMEMBER, IT'S 4 AFTER 3, EXCEPT AFTER 2!"

turn. We will examine the Ptolemaic kings and queens and their adaptations to Egyptian concepts of kingship; the career of Egypt's last queen Cleopatra VII and her relations with Rome, both private and public; the economics underlying Roman domination of Egypt; the absorption of Egyptians and Egyptian religions into Roman culture; the rise of the African kingdom of Meroe (modern Ethiopia and the Sudan) and its expansion, leading to warfare with Rome and Egypt; and the transformation of traditional Egyptian culture through the spread of Christianity.

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

Junior Seminar: Research and Writing: Bound By Blood: Medieval Families

Fulfills: CC General Education, Breadth: Historical Contexts

CC Graduation Requirements, Proficiencies & Experiences: Writing in the Major, Oral Communication

UC 2012 Pillars: Historical Contexts (Level 2); UC 2012 & 2016: Information Literacy/Oral Communication/Writing

UC2016: Depth: History, Social and Behavioral Sciences

HIST 4300- 002

Tuesday, 10:00am – 12:50pm, 70 Dallas Hall

Professor Bianca Lopez

Does the family have a history? This course looks at the history of the European family from the end of the Roman Empire to the Renaissance. Together, we will consider themes such as barbarians and their feuds, priests and their wives, the sacralization of marriage, the emergence of adolescence, and celibate saints who denied all blood ties. As this is a junior research seminar, a requirement for the history major, this course will culminate in a long research paper built on primary- and secondary-source analysis. This final project will be based on common class readings, a wide variety of sources that will include theological advice for children, chronicles depicting a children's crusade, Viking sagas portraying feuds, and documents from a late-medieval divorce court.

Readings include: 1) Murray, Jacqueline ed., *Love, Marriage, and Family in the Middle Ages: A Reader*; 2) Neel, Carol ed, *Medieval Families: Perspectives on Marriage, Household, and Children*; 3) Small, Daniel et al. ed., *Vengeance in Medieval Europe: A Reader*.

Senior Seminar
Being a Minority in the Middle East

Fulfills UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2) UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No CC tags

HIST-4390-001C/HIST 4390-002H

Monday, 2:00pm – 4:50pm, 157 Dallas Hall

Professor Sabri Ates

This research-oriented and writing-intensive Seminar class revolves around one central question: What did it mean to be, and what does it mean to be a member of an ethnic minority in the pre-modern and modern Middle East? Despite the perceptions of the Middle East as a region mired in primordial and unresolvable conflicts, before the rise of the idea of nationalism, peoples of different cultures, religions, and ethnicities lived in “relative peace” in this region. However, with the rise of nationalism and nation-states, imperialist expansion, and the dissolution of empires, fundamental changes occurred in this region and elsewhere. Locating this change in the mid-nineteenth and early twentieth centuries, this class aims to capture the change and continuity in the inter-communal relations of the Middle Eastern region. Focusing on various minorities, the class analyzes when and how ethnic diversity or being ethnically different from the majority became a political problem and how different groups cope with their predicament.

Readings include: 1) *Routledge Handbook of Minorities in the Middle East*. [Available online at SMU Library]; 2) Makdisi, Ussama Samir. *Age of Co-existence: The Ecumenical Frame and the Making of the Modern Arab World*. Un. of California Press, 2019. [Available Online at SMU Library]; 3) Heather Sharkey, *A History of Muslims, Christians, and Jews in the Middle East*, Cambridge Un. Press, 2017. [Available online via SMU Library]; 4) Dawn Chatty, *Displacement and Dispossession in the Modern Middle East*, (Cambridge Un. Press, 2010); 5) Sayed Kashua, *Native, Dispatches from an Israeli-Palestinian Life*, (Grove, 2017).

Senior Seminar:

American Christianity and the American Nation, 1800-1860

Fulfills: UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2) UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing
No CC tags

HIST-4390-003C/HIST 4390-004H

Thursday, 2:00pm – 4:50pm, 149 Dallas Hall

Professor Katherine Carté



The US Constitution disestablished religion at the national level, theoretically creating “secular” citizenship. Though established churches held on in a few states for a few decades, across much of the nation, people were free to pursue religion or irreligion as their conscience and appetites led them. During the vibrant decades of the early nineteenth century, people debated the importance of religion to the United States and worried about the dangers it presented to the same nation. At the same time, Americans—powerbrokers and ordinary citizens—attempted to use religion to craft the nation into a particular image. Religion in the United States is typically presented as an individualizing and democratizing phenomenon, and historians have long worked with that assumption. This course reexamines that notion by looking at the multifaceted and novel ways historians have characterized religion in the Early American Republic.

Readings include: 1) Gin Lum, *Damned Nation*; 2) Glaude, *Exodus*; 3) Hatch, *Democratization of American Christianity*; 4) Hessinger, *Smitten*; 5) Heyrman, *Southern Cross*; 6) Johnson, *Sam Patch*; 7) Jortner, *No Place for Grace*; 8) Pulley-Hudson, *Real Native Genius*

Graduate Courses

COLLOQUIUM: MODERN AMERICA 1929-PRESENT

HIST 6304-001

Tuesday, 2:00pm-4:50pm, 70 Dallas Hall
Professor Thomas Knock

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.)

Readings include: The course will involve substantial readings in leading monographs and scholarly articles as well as additional assignments on topics chosen by students themselves.



Problems in Latin American History

HIST 6355-001

Thursday, 2:00pm-4:50pm, 70 Dallas Hall
Professor Pablo Mijangos y Gonzalez

In Anglophone media, the so-called "Latin" America is often portrayed as a disordered and violent land (if exotic and endearing). This universe of narcos, revolutionaries, and caudillos would seem to be the opposite of North America, where the "rule of law" apparently serves as the foundation for economic exchange, democratic politics, and social life. Taking a stand against these entrenched stereotypes, one of the most exciting developments in the field of Latin American history over the last thirty years has been the rediscovery of the law and legal culture as central elements in the historical development of this world area. Just as much as in the US, the law in Latin America has been used for exercising power, imposing order, and drawing jurisdictions, territorial boundaries, and limits of private and collective property. It has frequently served to oppress peoples, but it has also provided effective tools of resistance for the oppressed; it has defined social categories and established long-lasting patterns of collective behavior; and it has provided ideals and even a basic vocabulary for political action.

This course will address this historiographical trend by discussing some influential works that take the law seriously. None claim that Latin America is a land of justice or that the law has always been respected and enforced. But they do show that the law, the intricate network of courts and institutions in charge of enforcing it, and the legal cultures prevalent in society have shaped, for good and bad, the region's historical experience. Some of the topics we will address are the importance of courts in the creation and endurance of

political regimes; the contested definition of jurisdictions and frontiers; corruption and social custom; patriarchy and family relations; the transition from slavery to free labor and citizenship; law and capitalist development; the social and political relevance of the legal profession; the experience of the law in contexts of extreme poverty and authoritarianism; and extralegal justice.

Readings include: 1) Tamar Herzog, *Frontiers of possession: Spain and Portugal in Europe and the Americas*, Cambridge: Harvard University Press, 2015; 2) Brian Owensby, *Empire of law and Indian justice in colonial Mexico*, Stanford: Stanford University Press, 2008; 3) Yanna Yannakakis, *Since time immemorial: Native custom and law in colonial Mexico*, Durham: Duke University Press, 2023; 4) Kathryn Burns, *Into the archive: writing and power in colonial Peru*, Durham: Duke University Press, 2010; 5) Christoph Rosenmüller, *Corruption and justice in colonial Mexico, 1650-1755*, New York: Cambridge University Press, 2019; 6) Laura M. Shelton, *For tranquility and order: Family and community on Mexico's Northern Frontier, 1800-1850*, Tucson: University of Arizona Press, 2010; 7) Víctor Uribe-Urán, *Honorable lives: Lawyers, family, and politics in Colombia, 1780-1850*, Pittsburgh: University of Pittsburgh Press, 2000; 8) Jeremy Adelman, *Republic of Capital: Buenos Aires and the Legal Transformation of the Atlantic World*, Stanford: Stanford University press, 1999; 9) Alejandro de la Fuente and Ariela J. Gross, *Becoming Free, Becoming Black: Race, Freedom and Law in Cuba, Virginia, and Louisiana*, Cambridge: Cambridge University Press, 2020; 10) Timothy M. James, *Mexico's Supreme Court: Between Liberal Individual and Revolutionary Social Rights, 1867-1934*, Albuquerque: University of New Mexico Press, 2014; 11) Brodwyn M. Fischer, *A poverty of rights: citizenship and inequality in twentieth-century Rio de Janeiro*, Stanford: Stanford University Press, 2008; 12) David Carey, *I ask for justice: Maya women, dictators, and crime in Guatemala, 1898-1944*, Austin: University of Texas Press, 2013; 13) Gema Kloppe-Santamaría, *In the Vortex of Violence: Lynching, Extralegal Justice, and the State in Post-Revolutionary Mexico*, Oakland: University of California Press, 2020.

History as an Academic Profession

HIST 6322-001

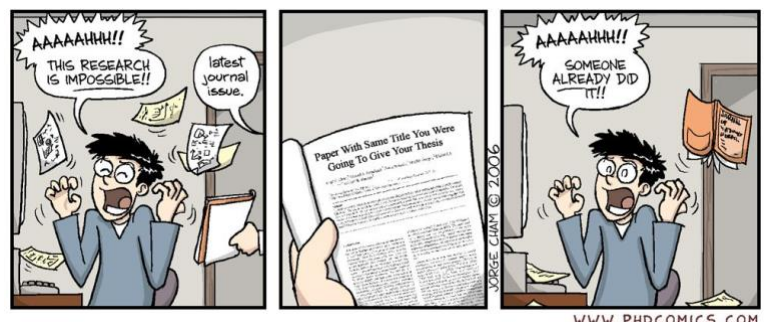
Monday, 2:00pm – 4:50pm, 70 Dallas Hall

Professor Jill Kelly

The 2015 [#ILookLikeAProfessor](#) and the subsequent [#womenalsoknowhistory](#) campaigns sought to challenge stereotypes of what it meant to be a professor and historian. While these campaigns called for us to think about gender, race, ethnicity, sexuality, and generation in the profession, the American Historical Association's [Career Diversity for Historians](#) initiative and its "[Where Historians Work](#)" database push us to think about all the ways that historians can use their skills in the academy and beyond. What does it mean to be an historian in 2021? How can we achieve and succeed in our careers as historians?

This course is designed to help graduate students complete their Ph.D. and learn the professional skills needed to transition from graduate student to practicing professional historian. The course hopes to prepare graduate students in our history program to seek, find, gain, and succeed as a history professor, but we will also explore possibilities beyond the academy. Students who plan on a non-academic career should inform the instructor at the beginning of the term so other appropriate assignments can be substituted for some of those listed in the syllabus.

Readings include: 1) Steven M. Cahn, *From Student to Scholar: A Candid Guide to Becoming a Professor*; 2) Karen Kelsky, *The Professor is In*; 3) Julie Schumacher, *Dear Committee Members*; 4) Other readings on Canvas.



Transnational Research

HIST 6397-001

Tuesday, 2:00pm-4:50pm, 70 Dallas Hall

Professor Neil Foley

This research course is designed for graduate students to conduct primary research and prepare a paper in their area of interest, paying particular attention to the intersectionality of ethnicity/race, gender, class, sexuality, and religion in addressing questions of citizenship and (trans)national identity in regional, national, or global context. We will also explore the ways in which history, custom, culture, politics, and law shape national and transnational identities based on changing concepts of citizenship, racial formations, and patterns of regional and global migration. Students prepare a 30-35-page research paper based on primary sources, write short response papers to the readings, and spend the remaining weeks conducting research and meeting individually with the instructor. During the final three weeks of the semester, we will “workshop” each student’s paper draft and provide detailed written feedback before submitting final drafts at the semester’s end.

Courses Requiring Department Approval

(For approval, see Graduate Director)

HIST 6049	Grad Full Time	Crista DeLuzio
HIST 6398	Thesis	Advisor Arranged
HIST 6399	Thesis	Advisor Arranged
HIST 7000	Teacher Preparation	Advisor Arranged
HIST 8049	Grad Full Time PHD	Crista DeLuzio
HIST 8398	Dissertation PHD	Advisor Arranged



P04	Sabri Ates	Associate Professor; Director of Undergraduate Studies
P88	Rachel Ball-Phillips	Adjunct Lecturer
P12	Katherine Carté	Professor
P24	Crista J. DeLuzio	Associate Professor; Director of Graduate Studies: Altshuler Distinguished Teaching Professor
P26	Melissa Barden Dowling	Associate Professor; Department Chair; Altshuler Distinguished Teaching Professor Director of Classical Studies
P86	David D. Doyle, Jr.	Adjunct Assistant Professor; Director of the University Honors Program
P10	Jeffrey A. Engel	Professor; Director, Center for Presidential History
P27	Neil Foley	Dedman Chair in History; Associate Director Clements Center for Southwest Studies
P85	Brian Franklin	Adjunct Lecturer; Associate Director, Center for Presidential History
P28	Andrew R. Graybill	Professor; Director, Clements Center for SW Studies
P33	Rick Halperin	Professor of the Practice of Human Rights; Director, Embrey Human Rights Education Program
P38	Erin R. Hochman	Associate Professor
P94	Macabe Keliher	Associate Professor
P41	Jill E. Kelly	Associate Professor; Altshuler Distinguished Teaching Professor
P43	Thomas J. Knock	Professor; Altshuler Distinguished Teaching Professor
P87	Bianca Lopez	Assistant Professor
P50	Alexis M. Mccrossen	Professor
P89	Pablo Mijangos y Gonzalez	Professor; Edmund J. and Louise W. Kahn Chair in History
P96	Brandon Miller	Adjunct Lecturer; Associate Director of the University Honors Program
P90	Jonathan Ng	Adjunct Lecturer; Center for Presidential History Post-Doctoral Fellow
P80	Daniel T. Orlovsky	Professor; Bouhe Research Fellow in Russian Studies
P02	Ariel Ron	Associate Professor
P91	Greta Swain	Adjunct Lecturer; Center for Presidential History Post-Doctoral Fellow
P93	Kathleen A. Wellman	Professor; Dedman Family Distinguished Professor and Altshuler Distinguished Teaching Professor
P84	Laurence H. Winnie	Senior Lecturer