

DEPARTMENT OF HISTORY SPRING QUARTER 2008

Note: The names, office room numbers, office hours, and telephone numbers of all faculties are listed on the Department of History door/window located at Room 2216 Social Sciences/Humanities Building. Teaching assistants are listed outside Room 2211 Social Sciences/Humanities Building.

The Department Office is open 8:00a.m-12:00 and 1:00-5:00p.m, Monday through Friday. For more information, please call 752-0777.

HISTORY 4C – Western Civilization, 1789 to the Present

Professor Saler

This course is an entry-level survey of the central political, social, economic, cultural and intellectual developments in Europe since the French Revolution. Readings include works by Voltaire, Mary Shelley, Karl Marx, H. Rider Haggard, Sigmund Freud, Art Spiegelman, Ian Baruma.

- READINGS:**
- Jackson Spielvogel, *Western Civilization, Volume C (Since 1789)*
 - Mary Shelley, *Frankenstein*
 - Robert Blaisdell, *The Communist Manifesto and Other Revolutionary Writings*
 - Haggard, *She*
 - Freud, *Civilization and Its Discontents*
 - Spiegelman, *The Complete Maus*
 - Voltaire, *Letters on England*
 - Ian Buruma, *Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance*

GRADING: TBA

HISTORY 6 – Introduction to the Middle East

Instructor Shihade

This course is a survey of the major social, economic, political, and cultural transformations in the Middle East from the rise of Islam (c. 600 CE) to the present. Some of the themes covered are Muhammad and the Qur'an, the formation of Islamic orthodoxy, the Abbasid Empire, the formation of regional dynasties, the Crusades, the Mongol invasions, the Ottoman Empire, the colonial period, nationalism, the formation of the modern Middle Eastern states, the Islamic political movements, the Israeli - Palestinian conflict, and the invasion of Iraq.

- READINGS:**
- Francis Robinson, *The Cambridge Illustrated History of the Islamic World*
 - Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000*

GRADING: TBA

HISTORY 7C - Latin America since the beginning of the 20th century

Instructor Segal

The UCD catalog description is as follows: “Latin America since the beginning of the 20th century. Themes include export economies, oligarchic rule, crises of depression and war, corporatism, populism, revolution, and reform movements, U.S.-Latin American relations, [and] neo-liberal restructuring.” Our expanded course description is the following: This course is a survey of Latin American history in the dramatic 20th century. Having taken 7A and 7B will be helpful but is not required. Lectures will provide a chronological survey of the past 100-plus years: from Liberal ideology and export-oriented economies to radical social reforms and the specter and realities of social revolution, from military takeovers and anti-revolutionary dictatorships to neo-liberalism and the ‘Washington Consensus.’ We will end the course reflecting on the new Bolivarian movement in Latin America in the first decade of the 21st century. In order to put substance to our outline, we’ll read a series of primary sources: including a novel, a diary, and a poetical-historical summation of the 20th century. We’ll also read an anthropologically-driven essay on music and culture and a real-life murder mystery. For context you will be expected to read the Smith and Skidmore text on modern Latin America. There’ll be a lot of reading in this course but it is my hope that you’ll find it as richly engaging as I have.

- READINGS:**
- *Modern Latin American* [6th edition] by Peter Smith and Thomas Skidmore;
 - *Century of Wind* by Eduardo Galeano
 - *The Mystery of Samba* by Hermano Vianna
 - *Motorcycle Diaries* by Ernesto Guevara
 - *Heading South, Looking North* by Ariel Dorfman
 - *The Inhabited Woman* by Giocanda Belli
 - *The Art of Political Murder* by Francisco Goldman

GRADING: TBA

HISTORY 9B – Introduction to Japanese Civilization

Professor Kim

This course offers an introduction to Japanese history from the beginning of its recorded history to the first decade of 21st century. Japan constitutes a civilization similar to and yet different from both its East Asian neighbors and Western counterparts. This course presents Japanese history as a dazzling tapestry of human ingenuity, creativity, struggle and suffering not just uniquely Japanese but also rich in universal implications. Understanding Japanese civilization is not only to get to know a distinctive and fascinating world, but also to gain profound insights into the world outside the United States, a task more urgent than ever in the 21st century. The basic orientation of this class will be to first and foremost present the history of Japan as Japanese saw it, even if such visions go against our preconceived notions of Japanese culture and behavior. This course, therefore, will not be devoted to Japan-American relations or history of Japanese Americans. These topics are explored in other courses offered by the History Department Faculty.

- READINGS:**
- Albert M. Craig. *Heritage of Japanese Civilization*. Prentice Hall. (Main textbook)
 - Hellen McCullough. *The Tale of Heike*. Stanford University Press.
 - Ihara Saikaku. *This Scheming World*. Charles E. Tuttle.
 - Tezuka Osamu. *Astro Boy*. Vol. 1. Dark Horse Comics.
 - Nakae Chomin. *Discourse by Three Drunkards on Government*. Weatherhill.
 - Also a course Sourcebook will be available.

GRADING:

There are four components to the class requirements: class/section participation, midterm examination, short paper and final examination. The final grade will be decided according to the following evaluation scheme:

Class/Section Participation (Including Quizzes): 140 points

Midterm: 60 points

Paper: 100 points

Final Exam: 200 points

Total: 500 points

HISTORY 10C – World History III

Professor Hagen

Major topics from world history of the 19th and 20th centuries, emphasizing the rise and fall of Western colonial empires; Cold War and the superpowers; the spread of the nation-states; and process of globalization. Students will write short papers based on assigned readings.

READINGS: TBA**GRADING:** TBA**HISTORY 17A – History of the United States**

Professor Kelman

This course introduces students to U.S. history through the era of the Civil War. Course topics will include: freedom and slavery; the experiences of Native Americans; gender ideologies; the tension between the British crown and its colonies; the seeds of revolution; the creation of a new nation; the road to the Civil War.

- READINGS:**
- Henry Louis Gates, Jr, *The Classic Slave Narratives*
 - Paul E. Johnson, *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York*
 - Mary Rowlandson, *The Sovereignty and Goodness of God : with Related Documents*
 - Michael Shaara, *Killer Angels*
 - Becker and Wheeler, *Discovering the American Past*

GRADING: TBA**HISTORY 17B – America Transformed: The U.S. since 1865**

Professor Olmsted

This course will cover political, economic, social, and cultural changes in the United States since the end of the Civil War. We'll look at Reconstruction, agrarian radicalism, the First World War, change and resistance in the 1920s, the Depression and the New Deal, the Second World War, Civil Rights, Vietnam, and America since 9/11.

- READINGS:**
- Readings, Alan Brinkley, *Unfinished Nation* volume 2
 - Eric Rauchway, *Murdering McKinley*
 - Anzia Yezierska, *The Bread Givers*
 - Anne Moody, *Coming of Age in Mississippi*
 - William Chafe, *A History of Our Time*

GRADING: Two papers, midterm, final

HISTORY 72B – Social History of American Women and the Family

Instructor Tanghetti

Social and cultural history of women, sex roles, and the family in twentieth-century America, emphasizing female reformers and revolutionaries, working class women, consumerism, the role of media, the “feminine mystique,” changes in family life, and the emergent women’s movement.

- READINGS:**
- Kathy Peiss, *Cheap Amusements: Working Womoen and Leisure in Turn-of-the Century New York*
 - Susan J. Douglas, *Where the Girls Are: Growing up Female with the Mass Media*
 - Joan Jacobs Brumberg, *The Body Project: An Intimate History of American Girls*
 - Yoshiko Uchida, *Desert Exile: the Uprooting of a Japanese American Family*
 - Frances Esquibel Tywoniak and Mario T. Garcia, *Migrant Daughter: Coming of Age as a Mexican American Woman*
 - Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*

GRADING: TBA

HISTORY 101 – Introduction to Historical Thought and Writing

Professor Landau

History 101 is the study of the history of history. The seminar will read histories from the Bible to the post-modern, and discuss what those writing these histories thought they were creating when they wrote them.

- READINGS:**
- Thucydides, *Peloponnesian War*
 - T. S. Kuhn, *Copernican Revolution*
 - John L. Gaddis, *The Cold War: A New History*
 - Schama, *Dead Certainites*
 - Robert Brentano, *Two Churches*
 - Marcus Rediker, *Between the Devil and the Deep Blue Sea*

GRADING: Discussion 40 points
 1st paper (ca. 1600 words) 15 points
 2nd paper (ca. 1600 words) 15 points
 3rd paper (ca. 2500 words) 30 points

HISTORY 102A – The Culture of Ancient Greece

Professor Spyridakis

READINGS: TBA

GRADING: Weekly discussions and a 20 page research paper required.

HISTORY 102D – Cannibals, Idolaters, & Noble Savages: Europe and its Others from the Renaissance to the Enlightenment

Professor Stolzenberg

This seminar will explore how European theories about human nature and human difference developed out of specific episodes of encounter and struggle. Topics will include Medieval reports of “monstrous” races; the debate at Valladolid in 1550 over whether indigenous Americans fit Aristotle’s definition of “natural slaves,” Jesuit conversion strategies in China and India, narratives of travelers and slave-raiders in Africa, the emergence of cultural relativism, Enlightenment ideas about “noble savages” and racial hierarchy. The main readings will be the primary sources themselves: vivid, enigmatic accounts, portraits of a world alien to the writer, yet also mirrors on the writer’s own culture.

READINGS: TBA

GRADING: TBA

HISTORY 102H – Sex and Politics: Family Values and State Policies in Twentieth Century China

Professor Bossler

The “traditional Chinese family” has been viewed, on one hand, as the foundation of Chinese morality and culture, and on the other, a backward institution that oppresses women and obstructs the processes of Chinese modernization. In this course we will examine the changing Chinese family and the relationship of that family to the Chinese state (in its various forms) over the course of the twentieth century. We will first examine the “traditional” family itself: to what extent were the norms that were supposed to guide Chinese family life actually upheld in practice? To what extent were they undermined? We will then examine various state efforts to transform family relations, first in the Republican period (1911-1949) and then under the People’s Republic (which encompasses both the Maoist period (1950-1976) and the period of economic reform (1976-2000). Why did Chinese politicians see family reform as central to their larger political goals? What were the “new” family relations supposed to be? How were the reforms carried out, and what were their effects, intended and unintended?

READINGS:

- Margery Wolf, *Women and the Family in Rural Taiwan*
- Yunxiang Yan, *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999*

GRADING: The seminar will be taught on the Colloquium Model, with emphasis placed on **reading and discussion** of a wide range of materials, primary as well as secondary sources. Readings average about 160 pages per week, although there can be considerable variation. **Students are expected to come to class prepared to discuss the reading, and thoughtful class participation counts for 30% of the grade.** Students will also be asked to make one or two oral presentations to the class. Written assignments include a weekly summary of the reading; two short (2-page) seminar reports, and one 8-10 page critical essay.

HISTORY 102J – Revolutionaries, Mystics, Bandits, and Providential Leaders of Latin America
Professor Reséndez

Latin America has endured a succession of charismatic figures bent on subverting the established order, including the likes of Emiliano Zapata, el Che Guevara, the subcomandante Marcos, or even Hugo Chavez. All the right ingredients seem to be present in the region: despotic colonial governments and long-lasting dictatorships, jungles and remote areas in which to organize resistance movements, poverty, utopias, radical ideologies, and religious zeal. In this course we will explore the lives and deeds of some of Latin America's most notable troublemakers, spiritualists, and revolutionaries of the last two centuries. Using historical documents, biographies, novels, and films we will try to understand the ebb and flow of these figures' reputations from "renegades", "bandits", and "quacks" to "liberators" and "heroes". While the course is organized around individual biographies, it will pay particular attention to how these life stories were told, consumed, and transformed in Latin America and beyond.

- READINGS:**
- Gabriel García Márquez, *The General in His Labyrinth*
 - John Womack, *Zapata and the Mexican Revolution*
 - Nicholas Fraser and Marysa Navarro, *Evita: The Real Life of Eva Perón*
 - Jorge G. Castañeda, *Compañero: The Life and Death of Che Guevara*
 - Gregory Wilpert, *Changing Venezuela: The History and Policies of the Chavez Government.*

- GRADING:** Your final grade will be determined by:
- 1) Participation in Class (20%)
 - 2) Mid-term assignment (40%)
 - 3) Final assignment (40%)

HISTORY 102K – American History to 1787
Professor Smolenski

Title: Made in America? Culture and Identity in the Atlantic World

Scholars have waged major debates regarding the cultural origins of colonial America for centuries. Some have argued for the persistence of so-called "Old World" traditions in the "New World" created by European colonization. These scholars have pointed to the retention of certain habits and values among European, African, and Indian peoples in the Americas, suggesting that cultural change came relatively slowly. Others have proposed that the radically different "frontier" environment in which the peoples of the Americas lived facilitated rapid cultural transformations from the origins of European colonization.

In this seminar we will explore the question of culture and identity in the Atlantic world. We will examine the interplay between tradition and novelty in the development of colonial American cultures, as well as the role that cultural exchange and conflict played in creating motions of "European-ness," "African-ness," and "Indian-ness" in the Atlantic world between 1500 and 1800.

- READINGS:**
- Gwendolyn Midlo Hall, *Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteenth Century*
 - Hall, *Slavery and African Ethnicities in the Americas*
 - Linda Heywood and John Thornton, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*
 - David Cressy, *Coming Over: Migration and Communication Between England and New England in the Seventeenth Century*
 - David Silverman, *Faith and Boundaries: Colonists, Christianity, and Community Among the Wampanoag Indians of Martha's Vineyard, 1600-1871*
 - David Hackett Fisher, *Albion's Seed: Four British Folkways in America*
 - Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*

- GRADING:** Weekly Class Participation, 3 papers

HISTORY 102L

Professor Kelman

READINGS: TBA**GRADING:** TBA**HISTORY 111C – Rome**

Professor Spyridakis

Republican and Imperial Rome.

READINGS:

- M. Rostovtzeff, *Rome*
- J. Boardman, *The Oxford History of the Roman World*
- Nystrom-Spyridakis, *Ancient Rome – Documentary Perspectives*

GRADING: Midterm, 25%; paper 25%; final 50% of course grade.

HISTORY 112B – Secular Jewish Thinkers

Professor Biale

Is it possible to be Jewish without believing in Judaism? Since the dawn of the modern age, secular Jewish thinkers have sought to construct identities beyond Judaism, that is, beyond the bounds of religion. After examining the European process of secularization starting in the seventeenth century, this course will trace the history of secular Jewish thought from the seventeenth-century philosopher Baruch Spinoza to the twentieth century. Some of the thinkers who will be considered, such as Karl Marx and Sigmund Freud, rejected religion altogether, while others, including Spinoza, Franz Kafka, and Gershom Scholem, redefined religion and theology in new, often radically subversive ways. Finally, we will examine secular redefinitions of Judaism, such as those of certain Zionist thinkers and writers such as Ahad Ha'am, Micha Yosef Berdichevsky, Hayim Nahman Bialik and Saul Tchernikhovsky. This is a course not only for those interested in modern Jewish thought, but in modernity itself.

READINGS:

- Peter Gay, *A Godless Jew: Atheism and the Making of Psychoanalysis*
- Benedict Spinoza, *Theological-Political Treatise*
- Sigmund Freud, *The Future of an Illusion*
- Sigmund Freud, *Moses and Monotheism*
- Mark Lilla, *The Stillborn God*

GRADING: TBA

HISTORY 113 – History of Modern Israel

Professor Biale

One of the most hotly contested subjects in the world today, the century-long struggle between Jews and Arabs requires understanding the conflicting narratives of the various parties to the conflict. In this course, we will listen to these different Jewish and Palestinian voices in the context of Israel's politics and culture, as they have developed since the 1880s. We will examine such subjects as the rise and fall of utopian Zionism, the development of modern Hebrew culture, the conflict between religious and secular Jews, and the relationships between Mizrahi, Ashkenazi, Russian, Ethiopian and Arab citizens of Israel's multicultural society. The course will create a space where students can discuss the contemporary conflict rationally and on the basis of informed opinion.

- READINGS:**
- Bernard Avishai, *The Tragedy of Zionism*
 - Amos Oz, *In the Land of Israel*
 - Donna Rosenthal, *Israelis: Ordinary People in an Extraordinary Land*
 - Tom Segev, *The First Israelis*

GRADING: TBA

HISTORY 115A – West Africa

Professor Lawrance

This course will survey the history of West Africa from the pre-modern period to the present day. It will trace the history of this important region via key themes in African historical scholarship. Over ten weeks we will examine key historical moments that correlate directly to ten important themes in African historical writing. The West African sub-region is an enormous and complex combination of cultures and environments. This course builds on knowledge acquired in History 15, but it is not a pre-requisite.

- READINGS:**
- Amadou Hampate Ba, *The Fortunes of Wangrin*
 - David C. Conrad, *Sunjata: A West African Epic of the Mande Peoples*
 - Stephan Ellis, *The Mask of Anarchy*
 - Emmanuel Kwaku Akyeampong, *Themes in West Africa's History*
 - Walter Hawthorne, *Planting Rice and Harvesting Slaves: Transformations along the Guinea-Bissau Coast, 1400-1900*
 - Robert O Collins, *West African History*
 - Eugene L. Mendonsa, *West Africa: An Introduction to its History, Civilization and Contemporary Situation*

GRADING: TBA

HISTORY 136 – The Scientific Revolution

Professor Stolzenberg

This course will examine the epoch-making transformations of ideas about nature and knowledge during the age of Copernicus, Galileo, Harvey and Newton. It will treat the intellectual culture of the sixteenth and seventeenth centuries, looking closely at source materials from this period, and will explore issues of scientific methodology – e.g. induction, deduction, probability, the rise of experimentation – and the development of scientific institutions. Most importantly, this class will focus on issues of historical interpretation: was there a “scientific revolution”? What does it mean to understand nature in more modern ways?

READINGS: TBA

GRADING: TBA

HISTORY 138B

Instructor Farrell

READINGS: TBA**GRADING:** TBA**HISTORY 141**

Instructor Hammond

This course is a survey of modern French history since the Revolution of 1789. Topics include the impact of the French Revolution on French society and political culture; social changes and political upheavals during the nineteenth century; the secular ideology of the Third Republic; anti-Semitism and the Dreyfus Affair; World War I and its consequences; the collapse of France in 1940; resistance and collaboration during World War II; and the transformation of France since 1945.

READINGS:

- Popkin, *A History of Modern France*, 3rd Ed.
- Balzac, *Old Goriot*
- Guillaumin, *Life of a Simple Man*
- Hanna, *Your Death Would Be Mine*
- Bloch, *Strange Defeat*
- Course Reader

GRADING: TBA**HISTORY 144B – History of Germany since 1789**

Professor Hagen

History of the German lands in the age of the French Revolution; 19th-century liberalism, nationalism, and industrialization; the World Wars, National Socialism, and the Holocaust; east and west Germany in the Cold War; the post-reunification scene. Students will write short papers based on assigned readings.

READINGS: TBA**GRADING:** TBA**HISTORY 147B – European Cultural and Intellectual History, 1870-1920**

Professor Saler

This course examines some of the major issues, thinkers, and works in Europe at the turn of the century. We will be looking at debates concerning politics, philosophy, literature, art, religion, and the nature of "modernity." Readings include works by Friedrich Nietzsche, Sigmund Freud, Henrik Ibsen, Henri Bergson, Max Weber, Arthur Rimbaud, Thomas Mann, and Franz Kafka.

READINGS:

- Nietzsche, *The Birth of Tragedy and On the Genealogy of Morals*
- Ibsen, *Hedda Gabler*
- Freud, *On Dreams*
- Bergson, *An Introduction to Metaphysics*
- Weber, *The Protestant Ethic and the Spirit of Capitalism*
- Kandinsky, *Concerning the Spiritual in Art*
- Rimbaud, *Complete Works and Selected Letters*
- Thomas Mann, *Death in Venice and Other Tales*
- Kafka, *The Trial*

GRADING: TBA

HISTORY 148B – Women and Society in Modern Europe

Professor Kudlick

This lecture course will explore roles and perceptions of women from the French Revolution to World War I, primarily in France and England. The emphasis will be on social and economic developments within a loosely chronological and comparative (France vs. England) framework.

READINGS:

Required Readings are on sale at the UCD bookstore and all are also on reserve in Shields Library:

- Lynn Abrams, *The Making of Modern Woman*
- Gustave Flaubert, *Madame Bovary*
- Martha Hanna, *Your Death Would Be Mine*,
- Rachael Holmes, *African Queen: the Real Life of the Hottentot Venus*
- John Stuart Mill, *The Subjection of Women*
- Additional readings will be available online

GRADING: TBA

HISTORY 166B – History of Mexico since 1848

Professor Reséndez

The purpose of this course is to examine the political, social, and cultural history of Mexico paying particular attention to the emergence of authoritarian regimes in the late-19th and 20th centuries and the ways in which ordinary men and women have endured, profited from, and challenged these systems of domination. Using journalistic accounts, fiction, and scholarly works we will probe into the lives of Mexico's diverse population and try to explain why significant change had to be brought about by popular and mostly rural upheavals like the Mexican Revolution of 1910-17. In these events we will be especially mindful of such factors as ethnicity, class, and gender, and we will explore the intricate connections between Mexico and the United States. This is the second part of a two-quarter sequence devoted to the history and culture of Mexico. Although the two quarters cover consecutive historical periods, either may be taken independently.

READINGS:

The readings are a mixture of journalistic accounts, fiction, and scholarly works. They are:

- A course packet.
- Paul Vanderwood, *The Power of God Against the Guns of Government*
- Graham Green, *The Power and the Glory*
- Judith Adler Hellman, *Mexican Lives*
- Julia Preston and Samuel Dillon, *Opening Mexico: The Making of a Democracy*

GRADING:

Your final grade will be determined by:

- 1) A midterm at the beginning of the fifth week (35%)
- 2) A final exam on exam week (35%). The exams will consist of both short I.D. and essay questions, and the final will be cumulative, that is, it will test knowledge acquired during the entire quarter.
- 3) An assignment (20%) I will give more details in class.
- 4) Doing the required reading and participating in class (10%). We will discuss the readings in class.

HISTORY 168 – History of Inter-American Relations

Professor Charles Walker

This course examines the relations between the United States and Latin America in the nineteenth and twentieth centuries. We will pay particular attention to the reasons why these relations have been characterized by misunderstanding, mistrust, and tension. While focusing on a few crucial moments such as the Guatemalan and Cuban Revolutions, we will also look at how the United States media has depicted Latin America and its people as well as the contemporary problems in U.S.-Latin American relations, particularly the border or *la frontera*.

- READINGS:**
- Mark Danner, *The Massacre at El Mozote*
 - Louis Pérez, ed. *Impressions of Cuba in the Nineteenth Century*
 - Jimmy Breslin, *The Short Sweet Dream of Eduardo Gutierrez*
 - Stephen Kinzer, *Overthrow*
 - PLUS a reader (on-line)

GRADING: Students will be asked to write two take home papers of 3 pages as well as one 5-7 page paper. There will also be two map quizzes, mid-term, and final.

HISTORY 170B – American Revolution

Instructor Basile

This course explores one of the most dramatic, truly formative eras in all of American history. We will explore the origins, events and consequences of the American fight for independence and their first attempt to form a republican government. Throughout the course we will be examining issues of freedom, loyalty and equality that the thirteen colonies and their residents struggled with as they became a nation. Never forgetting that as major political events unfolded on an international stage, the ordinary men and women, rich and poor, slave and free, Indian and settler, northern and southern, Loyalist and Patriot, soldier and pacifist that formed that struggle. We will also attempt to offer interpretations to major questions of the Revolution: Why did the colonies revolt, when they were becoming culturally more British? Why did the very different thirteen colonies unite? What is the legacy of the Revolution? How was it adopted by the government? What did it mean to ordinary people?

- READINGS:**
- Sylvia R. Frey, *Water from the Rock: Black Resistance in a Revolutionary Age*
 - Robert A. Gross, *The Minutemen and their World*
 - Woody Holton, *Forced Founders: Indians, Debtors, Slaves & the Making of the American Revolution in Virginia*
 - Linda K. Kerber, *Women of the Republic: Intellect & Ideology in Revolutionary America*
 - Cynthia A. Kierner, *Revolutionary America, 1750-1815: Sources and Interpretation*

GRADING: Participation 10%
 Paper #1 15%
 Paper #2 25%
 Midterm 20%
 Final 30%

HISTORY 171D – Gender and Justice in American History

Professor Hartigan-O'Connor

This course will take us into courtrooms and judges' chambers to understand key intersections between gender and justice in American history. Beginning in colonial North America, we will examine the implications of women as subjects under and objects of a legal system that considered some invisible and others witches. Moving into the nineteenth-century U.S., we will evaluate women's lives as second-class citizens in matters of suffrage, property-holding, and custody of their children. Finally, in the twentieth century, we will look at the pull between individual rights and protections for American women as immigrants, mothers, workers, and soldiers. Through scholarly literature, films, trial records, personal letters, newspaper accounts, and treatises, we will investigate how women and men of different races and backgrounds used and were used by juries, sensational trials, lawyers, and judges. Classes will combine lecture and discussion. In addition to participation, requirements may include 2 papers and 2 exams.

- READINGS:**
- Cornelia Hughes Dayton, *Women Before the Bar*
 - Linda Kerber, *No Constitutional Right to be Ladies*
 - Nancy Woloch, *Muller vs. Oregon: A Brief History With Documents*
 - Michael Grossberg, *A Judgment for Solomon*
 - Patricia J. Williams, *The Alchemy of Race and Rights*
 - These books will be supplemented with several assigned articles.

GRADING: TBA

HISTORY 173 – Becoming an American: Immigration and American Culture

Professor Tsu

An introduction to the wide range of immigrant experiences and cycles of nativism that have shaped American culture in the twentieth century. From novels, memoirs and films, students will explore how external and internal immigration has created a multicultural society. We will use a comparative framework to explore the history of immigrants from southern and eastern Europe, Asia, and Latin America roughly from the 1880s through 1965. Themes will include debates in immigration history, community building, acculturation, racial formation, victimization vs. agency, America's treatment of immigrants, and competing notions of citizenship.

- READINGS:**
- Course Reader (available at Navin's Copy Shop, 231 Third St.)
 - Carlos Bulosan, *America Is In the Heart*
 - Linda Gordon, *The Great Arizona Orphan Abduction*
 - Henry Kiyama, *The Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*
 - George Sánchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*
 - Richard White, *Remembering Ahanagan: Storytelling in a Family's Past*
 - Anzia Yezierska, *Bread Givers*

GRADING: TBA

HISTORY 174D – Spiral of Fear: Conspiracy Theories in the United States since the 1890s

Professor Olmsted

Since the 1970s, some citizens have come to believe that no crime is too monstrous for the evildoers of the secret government. They faked the moon landing. They killed the president. They stood by and allowed 2,400 servicemen in Hawaii – or 3,000 civilians in New York – to die needless, horrible deaths. In their zeal to cover up their crimes, they killed witnesses, manufactured evidence, and sneaked into secure offices to snatch incriminating documents from the files.

This explosion of conspiracy theories since the 1970s is part of a long tradition of the fear of conspiracies in America. In a land of many ethnic and racial groups, where citizenship can be a choice as well as a birthright, some Americans have resorted to demonizing the “other” as a way of bolstering their own sense of identity. This intolerance of groups and individuals perceived as different has led to outbreaks of violence against Jews, Catholics, African Americans, and Masons, among others.

In this course, we will examine the evolution of conspiracy theories in the United States since the late nineteenth century. We will look at various interpretations of conspiracy theories by political scientists, historians, sociologists, and cultural theorists, and we will analyze how these theories have changed over time.

- READINGS:**
- Richard Hofstadter, *The Paranoid Style in American Politics*
 - David Brion Davis, *The Fear of Conspiracy*
 - Patricia Turner, *I Heard It Through the Grapevine: Rumor and African American Culture*
 - David Bennett, *The Party of Fear*
 - Various articles

GRADING: TBA

HISTORY 178B

Professor Clarence Walker

This course covers the history of racial formation in the United States from 1860-present. Specifically the continuities and discontinuities in the history of Asians, blacks, Mexicans, Native Americans, and whites in postbellum America.

- READINGS:**
- Evelyn N Glenn, *Unequal Freedom*
 - Ira Katznelson, *When Affirmative Action Was White*
 - Lorena Oropeza, *Raza Si! Guerra No!*
 - John Hope Franklin, *Three Negro classics*
 - Michael J. Klarman, *Unfinished Business*

GRADING: Requires two six page essays and an in class final.

HISTORY 181 – Religion in American History to 1890

Professor Smolenski

American religious history from colonization through the Gilded Age. Topics include religious diversity in America; native American religion; Protestant evangelism; gender and religion; religion and bigotry; African American religion; religion in the Civil War; and religion's response to modernization.

- READINGS:**
- Frank Lambert, *The Founding Fathers and the Place of Religion in America*
 - Steven Hackel, *Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850*
 - Elizabeth Reis, *Damned Women: Sinners and Witches in Puritan New England*
 - Jon Butler, *Awash in a Sea of Faith: Christianizing the American People*
 - Nathan Hatch, *The Democratization of American Christianity*
 - Sylvia R Frey, *Come Shouting to Zion: African American Protestantism in the American South and British Caribbean to 1830*

GRADING: TBA

HISTORY 189 – California History

Professor Tsu

How did California emerge as a major player in the nation's social, cultural, political, and economic landscape? What did the "California Dream" mean to different groups of inhabitants, promoters, and would-be settlers? This course examines the thematic and chronological history of California from pre-European contact to present, covering the dispossession of California Indians, the political economy of the Spanish and Mexican period, effects of the Gold Rush, industrialization, race relations, immigration, agricultural development, California's integration into the national market economy, progressive-era politics and reform, environmental battles, tax revolt, urbanization and suburban sprawl, and the creation of a distinctive regional culture. We will conclude by considering how history helps us better understand contemporary issues facing the country's most diverse and populous state today.

- READINGS:**
- Jack Hicks et. al., eds., *The Literature of California: Writings from the Golden State, Volume 1, Native American Beginnings to 1945*
 - Susan Ferriss and Ricardo Sandoval, *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*
 - Jean François de la Pérouse, *Monterey in 1786: Life in a California Mission*
 - Richard Rice et. al., *The Elusive Eden: A New History of California*
 - Anna Deveare Smith, *Twilight: Los Angeles, 1992*
 - John Steinbeck, *The Harvest Gypsies: On the Road to the Grapes of Wrath*

GRADING: TBA

HISTORY 191D – 19th Century China: The Empire Confronts the West

Professor Bossler

In the mid-nineteenth century British warships forced the emperor of China to open Chinese ports to the opium trade, starting a chain of events that culminated in the fall of the last Chinese dynasty in 1911. After a brief review of social and political parameters of late imperial society, this course examines the response of government officials, intellectuals, and ordinary people to the increasing pressures of Western imperialism in the 1800s. We observe how the Opium Wars and the great Taiping rebellion contributed to the decline of the empire, and consider why the Self-Strengthening movement, the Hundred Days Reform, the Boxer Rebellion, and early 20th-century reforms all failed to save the empire from its demise in 1911. We also look at the ways Chinese institutions, social life, and self-perceptions changed as a result of this enforced confrontation with powerful enemies and equally powerful new ideas.

The educational goals of this course are twofold: to familiarize the student with the events and circumstances that shaped the nineteenth century world, and to develop students' capacities for critical thinking and historical analysis. Part of the classroom time each week will be devoted to close reading and discussion of primary sources, including documents (letters, essays, political papers) written by contemporary Chinese and observations recorded by Westerners (missionaries, traders, and diplomats) in China at the time. Particular attention will be paid to the evolution of Chinese and Western perceptions of each other as reflected in these primary sources. Although no specific background is required, some familiarity with Chinese history and/or with the history of the 19th century West will enhance students' experience in this course.

READINGS:

- Jonathan D. Spence, *The Search for Modern China*
- Ida Pruitt, *Daughter of Han*
- Jonathan Spence, *Death of Woman Wang*
- Shen Fu, *Six Records of a Floating Life*
- Teng Ssu-yü and John K. Fairbank, eds., *China's Response to the West*

GRADING: Grades will be based on several written exercises, including a map exercise; weekly reading reviews; text analyses; essays; a midterm examination; and a final examination. Due to the importance of primary source reading and discussion in this course, the quality of participation in weekly class discussions will also be a significant component of the grade.

HISTORY 194B – Early Modern Japan

Professor Kim

This course examines history of early modern Japan, from late sixteenth century to the opening of trade relationship with the West in mid-nineteenth century. The intervening 250 years of Japanese history were dominated by a single continuous regime, the Tokugawa house, and are generally considered to constitute an era of peace and stability. This was also the period in which the *bushi* (samurai) became Japan's unchallenged governing class: in which *kabuki*, woodblock prints and other staples of Japanese culture came into maturation: in which the capital city of Japan, Edo, grew to become a metropolis with more than one million residents, larger than London and perhaps Paris of the same period: in which the warrior classes and urban merchants squared off vying for the love of courtesans: and in which commercialization and development of agriculture may well have laid foundation for the economic superpowerdom of today's Japan. Early modern Japan in its myriad manifestations, magnificent and ordinary, sophisticated and coarse, vast and intimate, puzzling and suggestive, will be explored in this course through lectures incorporating both English- and Japanese-language studies as well as analyses of primary materials and classic and recent secondary works.

- READINGS:**
- Conrad Totman. *Early Modern Japan*. (Main textbook)
 - Katsu Koichi. Teruko Craig, trans. *Musui's Story*.
 - Chikamatsu Monzaemon. *Four Plays of Chikamatsu*.
 - Ogyu Sorai. Samuel Hideo Yamashita, trans. *Master Sorai's Responsals*.

GRADING:

There is no prerequisite for the course; no prior knowledge of Japanese history or culture is assumed. The course is reading-heavy and requires regular attendance to get a passing grade. The grades are determined by performance in following categories:

- 1 Midterm examination
- 1 Final examination
- 1 Take-home examination
- 1 Term paper (optional research paper)
- 1 Oral examination (optional)
- The quality of participation in 7-8 discussion sections

Please note that the final examination for this class will be given during **the final session** of the regularly scheduled class (**June 5, 2008**) instead of a designated date during the exam period. This schedule will not change. History 194B is **not recommended** to those who are not seriously interested in Japanese history or culture. It is not a good idea to take it to meet a generic East Asian history requirement (for that purpose, the instructor recommends History 9B, 194C and/or 195B).

HISTORY 201E – Europe in the Long Nineteenth Century (1789-1914)

Professor Margadant

The historiography of Europe between 1789-1914. Topics will include interpretations of the French Revolution; civil war and total war between 1793-1815; industrialization and economic growth; working-class formation; the cultural construction of the bourgeoisie; Liberalism and Marxism; the social and cultural foundations of nationalism; German national unification; and cultural modernism.

READINGS:

Assigned readings will include the following books (available for purchase at Amazon.com)

- David A. Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (2007 pb.).
- Eric J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality* (1992, pb.).
- Lynn Hunt, *The Family Romance of the French Revolution* (1993, pb.).
- Landes, David. *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present* (1969, pb.).
- Karl Marx and Friedrich Engels, *The Communist Manifesto*, with introduction by Gareth Stedman Jones (2002, pb).
- Sarah Maza, *The Myth of the French Bourgeoisie* (2005, pb.).
- Schorske, Carl. *Fin de Siècle Vienna: Politics and Culture* (pb. 1980).
- Thompson, E. P. *The Making of the English Working Class* (1966, pb.)
- Weber, Eugen. *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914* (1979, pb.).
- Wehler, Hans-Ulrich, *The German Empire, 1871-1918* (pb. 1997)

GRADING:

A two-page review of one of the readings will be due each week in class, and a 12-15 page historio-graphical essay based on supplementary as well as assigned readings will be due at the end of the course. Grading will be based on the book reviews (40%); class participation (20%); and the final essay (40%).

HISTORY 202H – American Women's History

Professor Hartigan-O'Connor

READINGS:

- Ann Plane, *Colonial Intimacies: Indian Marriage in Early New England*
- Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on her Diary 1785-1812*
- Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860*
- Nell Painter, *Sojourner Truth: A Life, a Symbol*
- Nancy Cott, *The Grounding of Modern Feminism*
- Kathy Peiss, *Hope in a Jar: The Making of America's Beauty Culture*
- Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border*
- Beth Bailey, *Sex in the Heartland*
- Vicki L. Ruiz and Ellen Carol Dubois, *Unequal Sisters*, 3d ed.

GRADING: TBA

HISTORY 201I – Indians to Citizens: Native Peoples of Mexico and the American Southwest and the Challenge of Colonialism, 1500-1900

Professor Reséndez

This course will focus on the lives of Native Americans in what are now Mexico and the American Southwest from the time of contact to the end of the long nineteenth century. Living in splendid isolation from the rest of the world for thousands of years, Native Americans developed very distinct social, political, economic, religious, and military practices that have fascinated scholars for generations. Spain, Mexico, and the United States required both radical transformations and continuous adaptation of the old indigenous lifeways to a new set of colonial and national circumstances. In this course we will consider how Spanish colonialism as well as the Mexican and American national projects impinged on the everyday lives of indigenous men and women, and assess their strategies in coping with Euro-American domination. This coming-to-terms-with-each other constitutes the central concern of various literatures including colonial Mexico, borderlands studies, and U.S. historiography. In this seminar we will sample these literatures paying attention to both classics and newer work while exploring themes like indigenous social organization, changing religious beliefs, the impact of colonialism on indigenous imagery, language, sexual mores, drinking habits, the environment, and others.

- READINGS:**
- Guillermo, Bonfil Batalla, *México Profundo: Reclaiming a Civilization*
 - J. H. Elliott, *Empires of the Atlantic World*
 - Charles Gibson, *The Aztecs under Spanish Rule*
 - Edward H. Spicer, *Cycles of Conquest*.
 - William B. Taylor, *Drinking, Homicide and Rebellion in Colonial Mexican Villages*
 - Kathleen Duval, *The Native Ground*
 - Selected essays and book chapters

- GRADING:** Your final grade will be determined by
- 1) Class participation and doing the required reading (30%).
 - 2) An Oral Presentation of your Research Project (20%)
 - 3) A historiographical paper of about 20 typewritten pages, with appropriate footnotes and bibliography. It will be due on the last day of class (June 4, 2002) (50%).

HISTORY 201L

Professor Clarence Walker

This seminar will focus on the political, social, and cultural history of the United States from 1800-1877. Special attention will be paid to the contested meaning of democracy and the coming of the American Civil War. Topics to be covered will include politics, slavery, reform, technological change, and the history of women.

- READINGS:**
- William Dusing, *Them Dark days*
 - Eric Foner, *Free Soil, Free Men*
 - Eric Foner, *A Short History of Reconstruction*
 - Sean Wilentz, *The Rise of American Democracy*
 - James B. Stewart, *Holy Warriors*
 - Carol Sheriff, *The Artificial River*
 - Leonard Richards, *The Slave Power*
 - Bruce Dorsey, *Reforming Men , Reforming Women*
 - Bruce Laurie, *Beyond Garrison*

- GRADING:** Requires two seven page essays and a final ten page paper.

HISTORY 201X – Gateway to World History

Professor Lawrance

In this course we will examine approaches to world history and critique conceptualization of globality and worldliness as a factor in determining historical change. World history is conceived as a comprehensive interpretation of the human record, as thematically limited studies on a world scale, and as theorizations of scope and development. Temporally we will examine approaches that span all of human activity, beginning with the origins of humanity and continuing to the 20th century.

This course is one component of the three-part minor program in world historical studies. It may be combined with either HIS204 or STCH250 and either 201W or 201Q. The final component of the minor is a presentation of a syllabus for a projected world history course, accompanied by a 15-20 page essay analyzing the course themes and readings within an appropriate historiographical framework.

Students will write two historiographical essays of a minimum of 10 pages each. The first will be a discussion of the readings for two of the ten weeks (excluding Week Nine). The second will compare three randomly selected “biographies” of things in from the list in Week Nine with one or more of the approaches of the first eight weeks.

- READINGS:**
- Jared Diamond, *Guns, Germs, and Steel*
 - James Cronin, *The World the Cold War Made: Order, Chaos and the Return of History*
 - Alfred Crosby, *The Colombian Exchange: Biological and Cultural Consequences of 1492*
 - William McNeill, *The Rise of the West: A History of the Human Community*
 - Immanuel Wallerstein, *The Capitalist World Economy*
 - Ken Pomeranz, *The World That Trade Created: Society, Culture, And the World Economy, 1400 to the Present*
 - John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*
 - Daniel Lord Smail, *On Deep History and the Brain*
 - David Christian, *Maps of Time: An Introduction to Big History*
 - John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*
 - Jeremy Presholdt, *Domesticating the World: African Consumerism and the Genealogies of Globalization*
 - William McNeill, *Plagues and Peoples*
 - Sheldon Watts, *Epidemics and History: Disease, Power and Imperialism*
 - Patrick Manning, *Navigating World History: Historians Create a Global Past*
 - Alf Hornborg, *Rethinking Environmental History: World-System History and Global Environmental Change*
 - Edward Said, *Culture and Imperialism*

GRADING: TBA