

DEPARTMENT OF HISTORY SPRING QUARTER 2010

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.

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HISTORY 4B – History of Western Civilization

Professor Stuart

This course presents a survey of European society, politics, and culture from 1350 to 1800. Topics include the Italian and Northern Renaissance, the Protestant reformation, the Catholic counter-reformation, the European witch-hunt, absolutism, the scientific revolution, and the enlightenment. We end with the French Revolution and the collapse of the old regime. Readings will include both primary and secondary sources.

READINGS: Brown, Immodest Acts : The Life of a Lesbian Nun in Renaissance Italy
Brucker, Giovanni and Lusanna. Love and Marriage in Renaissance Florence.
Machiavelli, The Prince.
Spielvogel, Western Civilization: Volume B: 1300 to 1815.
Voltaire, Candide.
Wunderli, Peasant Fires. The Drummer of Niklashausen.
Books are available at the University Bookstore. Other materials are available on class website.

GRADING: TBA

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, James J. Sheehan.

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
James J. Sheehan, Where Have All the Soldiers Gone?

GRADING: TBA

HISTORY 7C – History of Latin America 1900-Present

Professor Langland

This course examines Latin American history from 1900 to the present. It is the third section of the introductory survey of Latin American history that begins with History 7A (Prehistoric times to 1700), followed by 7B (1700-1900). Some students in this course will have taken 7A and/or 7B, but those courses are not a prerequisite to this one, and no prior knowledge of Latin America is required to take this course. In addition to providing a general sense of the major events and trends that marked this period, important themes to be covered include: the diversity of struggles to defend or overturn inequalities (racial, economic, political, etc.); the national and international uses of culture as a political force; the processes of developing political consciousness; and the multi-faceted nature of U.S.-Latin American relations. In addition, we will pay attention to the craft of history by examining primary historical sources, and we will discuss the uses of history in various media.

READINGS: Mariano Azuela, The Underdogs (Signet Classics)
Greg Grandin, The Last Colonial Massacre: Latin America in the Cold War (University of Chicago Press)
Daniel James, Doña María's Story: Life, History, Memory and Political Identity (Duke University Press)
Thomas Patterson, Contesting Castro: The United States and the Triumph of the Cuban Revolution (Oxford University Press)

GRADING: TBA

HISTORY 9A – Introduction to Chinese Civilization

Professor Mann

This course offers a broad overview of Chinese history from earliest times to the present. We analyze primary sources (including visual evidence) from the past, to answer questions that bear on the present, with a focus on three arenas: the relationship between rulers and ruled (social hierarchies and how they are constructed and maintained); labor and the market economy (property, production and circulation of goods and services, and profit); and sexuality and gender relations (within and beyond the family).

READINGS: Required readings include four paperbacks (a few additional readings will be supplied on-line):
Patricia Buckley Ebrey, The Cambridge Illustrated History of China (Cambridge University Press, rev. ed. 2010)
Patricia Buckley Ebrey, ed., Chinese Civilization: A Sourcebook (The Free Press, 1993)
Jacques Gernet, Daily Life in China on the Eve of the Mongol Invasion (1250-1276) (Stanford University Press, 1962)
Lu Hsun, Selected Stories, Introduction by Ha Jin. (W.W. Norton, 2003) [this edition *only*].

Students are responsible for assigned reading, for materials covered in lecture and discussion sections, for obtaining and using handouts distributed in discussion section, and for viewing films and other exhibits associated with the course. A short writing guide posted on the course website will also be required for reference.

GRADING: Grades will be based on written work and on participation in discussion sections, as follows: Exercise #1: 10%; Mid-term paper: 30%; Exercise #2 20%; Final take-home exam: 30%; Section participation: 10%

HISTORY 10B – World History 1350-1850

Professor Stolzenberg

This course explores the large-scale processes and patterns that transformed the world between the mid-fourteenth and mid-nineteenth centuries, such as the emergence of the first truly global exchange network, the intensification of cross-cultural contacts and conflicts, the rise of centralized bureaucratic states, increasingly rapid technological innovation, and environmental change.

READINGS: Tignor, et al. Worlds Together, Worlds Apart, vol. B
Said Hamdun, Ibn Battuta in Black Africa
Noel Perrin, Giving Up the Gun
Randy Sparks, The Two Princes of Calabar
Course reader

GRADING: TBA

HISTORY 10C – World History, 1850-Present**Professor Hagen**

This course assumes no previous study of world history. The modern era, beginning in the eighteenth century, has roots in earlier epochs, but it witnessed a revolutionary break with them. Triggering the break were the world-wide expansion of market economies; western industrialization, colonialism and imperialism; the rise of rationalist natural and social sciences; and ideologies of emancipation, both individual and national. Modern world history presents a picture--which this course's lectures will display--of a series of conflict-laden efforts within all historic civilizational zones to channel and structure these revolutionary forces according to one or another ideologically defined "blueprint of modernity." The twentieth century especially witnessed mighty struggles between competing modernist projects, including communism and fascism, all of which possessed utopian self-images.

Today, advocates of the interlocked ideals of western-based liberal democracy and free-market capitalism are strong, but they face opposing understandings of modernity, including religiously based ones. Modernity is not an anonymously driven process of global unification around a set of consensually accepted or somehow inevitable goals. It is instead a recently discovered sea which humanity's many collective actors are navigating, searching and struggling for well-being and meaning amid ever-shifting material and cultural currents.

READINGS: TBA

GRADING: TBA

HISTORY 15 – Introduction to African History**Professor Lawrance**

This course is an introduction to the history of an enormous continent, Africa. Because of the size of the geography, population and time covered, one of the main purposes of this course is to pave the way to the upper division regional and thematic classes. We will move our way through African history both temporally and thematically. Lectures will introduce key themes and ideas and in section you will discuss historical evidence for African communities, cultures and ideas. This course is suitable to those who know nothing of Africa, and to those who are considering taking one of the upper division lecture classes or seminars (115A-F, 102O).

READINGS: R. Collins & J. Burns, A History of Sub-Saharan Africa
T. Dangaremba, Nervous Conditions
D. Conrad, Sunjata: The West African Epic of the Mande Peoples
C. Achebe, Things Fall Apart
Said Hamdun and Noel King, Ibn Battuta in Black Africa

GRADING: TBA

HISTORY 17A – History of the United States**Professor Smolenski**

This course covers American history from the Euro-American Encounter in 1492 through the Reconstruction period following the Civil War. It examines not only the political master-narrative, but also the social, cultural, and intellectual history of the emerging American nation, and includes the experience of Native Americans, Women and African-Americans, among other groups.

READINGS: Pauline Maier et. al, Inventing America, Volume 1
William Bruce Wheeler, Discovering the American Past: A Look at the Evidence (5th edition)
Peter Hinks, ed., David Walker's Appeal to the Colored Citizens of the World
Susan Klepp and Billy Smith, ed., The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant

GRADING: Two (5-6 pp.) Papers; Midterm Exam; Final Exam. Attendance at and participation in Discussion section

HISTORY 17B – History of the United States**Professor Rauchway**

The experience of the American people from the Civil War to the end of the Cold War.

READINGS: Alan Brinkley, The Unfinished Nation: A Concise History of the American People. Vol. 2
William Bruce Wheeler and Susan D. Becker, Discovering the American Past: A Look at the Evidence, Vol. 2: since 1865.
Brett Flehinger, The 1912 Election and the Power of Progressivism
Howard Ball, Murder in Mississippi: United States v. Price and the Struggle for Civil Rights

GRADING: TBA

HISTORY 72B – American Women and the Family Since 1900**Professor Materson**

This course examines the ways that diverse groups of women--including black, Native American, Asian American, Chicana, and white women of the elite, middle, and working classes--have forged and experienced American culture and democracy. Readings emphasize women's engagement in organized struggles for economic, political and social justice during the twentieth century. These include the suffrage, anti-lynching, racial uplift, labor, and modern civil rights and feminist movements. The course also explores American women's migration and immigration across regions and borders. Students consider the meaning of migration and immigration to the women who undertook these journeys, as well as the influence of these women's decisions to relocate on American political, economic, and social institutions.

READINGS: Tera W. Hunter, To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War
Frances Esquibel Tywoniak and Mario T. García, Migrant Daughter: Coming of Age as a Mexican American Woman
Elaine Tyler May, Homeward Bound: American Families in the Cold War Era
Susan J. Douglas, Where the Girls Are: Growing Up Female with the Mass Media
Course packet

GRADING: TBA

HISTORY 101 – Introduction to Historical Thought and Writing**Professor Saler**

This course explores the history of historical writing, from its origins in classical Greece to the present. Limited to 15 students.

READINGS: (either selections from the following, or entire works):
The Bible
The Portable Greek Historians, Moses Finlay, ed
Vico, The New Science,
The Portable Karl Marx, /Eugene Kamenka, ed.
The Civilization of the Renaissance in Italy. Jacob Burckhardt
The Mediterranean and the Mediterranean World, Vol. 1, Ferdinand Braudel
Invented Knowledge.- Ronald Fritze
Discipline and Punish. Michel Foucault
A History of Histories, John Burrow
[RECOMMENDED: *History and Historians*, Mark Gilderhus]

GRADING: TBA

HISTORY 102A – The Culture of Ancient Greece**Professor Spyridakis**

READINGS: TBA

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

HISTORY 102E – Eastern Europe’s Twentieth Century: The Case of Poland**Professor Hagen**

This will be a reading rather than research seminar. Students will write several short review essays and a final paper. The course's focus will fall on the history of Poland--historically a multiethnic land--from World War I to the present.

Highlights: the world-view of the intelligentsia between the two world wars; Poland under the German occupation in World War II; attitudes toward Soviet Communism and post-1945 "People's Poland;" the rise and fall of the communist system, to 1989; Polish-Jewish relations, and the memory of the Holocaust; post-communist politics and society.

READINGS: TBA

GRADING: TBA

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

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 mountainous 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 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: The required texts are:
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
Bart Jones, Hugo!

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

HISTORY 102L – American Revolution**Professor Hartigan-O’Connor**

The American Revolution was a war fought for political independence and the creation of a new nation. It was also part of wide-ranging transformations in science, politics, and personal relationships. This course will explore these transformations by considering the years between 1760 and 1820 as a revolutionary era. Placing the American Revolution in transatlantic context, we will analyze the connections between war and social/cultural change. Readings and discussions covering the topics of sex, family, religion, work, disease, and communication are designed to help seminar participants reach a deeper understanding of what we mean, and what is at stake, when we call the changes of this period “radical.”

READINGS: Douglas Egerton, Gabriel's Rebellion: The Virginia Slave Conspiracies of 1800 and 1802
Elizabeth Fenn, Pox Americana: The Great Smallpox Epidemic of 1775-82
Gordon Wood, The Radicalism of the American Revolution
Susan Juster, Doomsayers: Anglo-American Prophecy in the Age of Revolution
Hannah Foster, The Coquette
These books will be supplemented with several assigned articles.

GRADING: Grading is based upon seminar participation, brief response papers, and 2 longer writing assignments

HISTORY 102N – Japan
Professor Kim

This course examines Japanese colonialism in late 19th and early-to-mid 20th century. Japan was the only non-Euro-American nation-state to build a modern colonial empire, subjugating other Asian peoples and attempting to integrate them into the larger framework of a multicultural, multiethnic imperial regime. In its heyday, the Japanese empire stretched from Manchuria to the Philippines; half of what is today called the “Pacific Rim Regions” was under its domination.

Students will explore the rise and fall of the Japanese colonial empire, its global and regional economic impact and political/administrative structures, cultural clashes and patterns of assimilation operating between Japan and the colonized nations, as well as literary expressions and intellectual discourses produced by the colonization process. The course is mainly focused on the Japanese colonization of Taiwan and Korea, its two “formal” colonies, but will discuss the “informal” colonies in Manchuria and Northeast Asia (and Southeast Asia if we have room). You will be trained to approach documents and scholarly works critically and cautiously, and also not to trust blindly what webpages and journalistic accounts tell of this complicated subject.

You are warned beforehand. History 102N is a very reading- and writing-heavy and competitive course. If you are not interested in the history of East Asia (not necessarily Japan), I recommend you not to register for this course. Although it is intended for History majors, **non-majors are welcome** to take it. If you have any questions regarding these issues, consult the instructor individually.

No language other than English is used for the class. However, those who can read any non-English language including Japanese, Chinese, Korean, French, Vietnamese, Dutch or other Asian languages are highly recommended to write their research papers or explore supplementary materials using the source materials in these languages

READINGS: William Beasley. Japanese Imperialism. Oxford University/Clarendon Press. (Main textbook)
There will be three more textbooks and a Sourcebook required.

GRADING: There will be weekly reflection papers and a long research paper. All students are required to participate in the class discussions. Grade distribution is not based on a curve. All participants may receive A grades or, conversely, D grades, depending on how well they do.

Discussion participation: 160 points, Oral presentations/Weekly reflection papers: 160 points
Preparation for final paper/Final paper: 180 points. Total: 500 points

HISTORY 102R – Mughal India
Professor Anooshahr

This course is a seminar on the history of Mughal India from the 16th to the 18th centuries. We will focus on various themes (gender, historiography, religion, military, court culture, etc.) but also evaluate certain dominant trends in the field (for instance the sharp focus on individual monarchs). The goal is to become familiar with recent trends as well as to learn to read scholarship critically.

READINGS: TBA

GRADING: TBA

HISTORY 111C – Ancient Rome
Professor Spryridakis

Rise and fall of the Roman Republic and Empire.

READINGS: M. Rostovtzeff, Rome
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 – Jews among Muslims, from the Prophet Muhammad to Hamas**Professor Miller**

For more than a millennium, Jews and Muslims have coexisted in the Mediterranean and the Middle Eastern regions, sometimes in harmony, at other times in dissonance, but never indifferently. This lecture course traces the path of this relationship from its beginnings under early Islam up to the current era, examining legal and cultural frameworks, dilemmas posed by the rise of the nation-state, the impact of ideologies such as Zionism, Fascism and Arab Nationalism, the formation of new Muslim and Jewish diasporas in the wake of decolonization, the conflict over Palestine, and the central position this historically intense dyad holds in international politics today.

READINGS: TBA

GRADING: TBA

HISTORY 115D – Colonialism in Africa, 1800 to the Present**Professor Decker**

This course explores the history of European colonialism in Africa from 1800 to the present. We will discuss Europe's increased interest in and exploration of the African continent beginning in the early nineteenth century, the abolitionist movement and the civilizing mission associated with it, the European scramble for formal colonies at the end of the nineteenth century, the consolidation of colonial infrastructure (transportation, communication, administration, law, education, medicine, etc.), the role of World Wars I and II in redefining colonial practices, and the events leading to the end of formal European colonial rule in Africa. Most importantly, we will examine the new identities, relationships, cultures, and ideologies that emerged out of this engagement and that continue to shape Africa's role in contemporary global politics. The history of colonialism is a reflection of the dialectical exchange between and among Africans and Europeans, both of whom had a tremendous impact on colonial policies and practices. While acknowledging the power and violence embedded in the logic of colonialism, we will discuss case studies in which people on both sides of this imaginary divide contributed to and deconstructed this logic.

READINGS: The course materials include primary and secondary texts, novels, films, music, and images. In addition to a course reader, the following books are required:
Frederick Cooper, Colonialism in Question: Theory, Knowledge, History
Luise White, Comforts of Home: Prostitution in Colonial Nairobi
Ferdinand Oyono, Houseboy

GRADING: TBA

HISTORY 116 – Development in Africa since 1850**Professor Decker**

Africa has been at the center of debates on international development since the emergence of the Development Discourse after World War II. Representation of Africa as a place lacking progress, however, emerged much earlier in the explosion of European interest in and Eurocentric writings about the continent during the nineteenth century. This course will explore the ideological, economic, political, environmental, cultural, and social impact of international interventions in the name of "development" for Africa from 1850 to the present. We will learn about religious movements, agricultural projects, industrial schemes, nutrition programs, educational theories, and medical practices, as well as the international and local ideologies and technologies that created them. Course materials will cover both case studies from individual countries (Senegal, Congo, South Africa, Niger, Tanzania, Zimbabwe, etc.) and overarching debates on the definition of terms such as "modernity" and "development" in relation to Africa. We will examine how these shifting theories and practices of development have shaped how Africans and non-Africans envision Africa's role in the changing world.

READINGS: In addition to a course reader, the following texts are required for the course:
Arturo Escobar, Encountering Development: The Making and Unmaking of the Third World
Diana Wylie, Starving on a Full Stomach: Hunger and the Triumph of Cultural Racism in Modern South Africa
Sembene Ousmane, God's Bits of Wood

GRADING: TBA

HISTORY 121C – Medieval History**Instructor Sewell**

The course surveys European history from the thirteenth through fifteenth centuries with brief excursions into earlier and later centuries to further anchor our discussion chronologically. We will see a complex and sophisticated society transformed by subsistence pressures, epidemic diseases, intellectual ferment, and internal conflicts. Though they should not be seen as the sole causes of these transformations, the Black Death and the Hundred Years War will loom large in these discussions. In order to get at these issues in some instructive and meaningful way, the course will be organized around three themes—structure, culture, and conflict. As we examine the social, economic, and political structures of medieval Europe we will address the so-called feudal system, manorialism, and church-state relations, to name three examples. Our discussion of culture will include medieval religion, philosophy (including science), and secular forms of culture, particularly (but not exclusively) at court. Investigating late medieval conflict will not simply concentrate on the military conflicts of these centuries, we will also look at ethnic conflict and intolerance, peasant's efforts to assert their own power, and examples of religious unrest that preceded the Reformation in the sixteenth century.

READINGS: TBA

GRADING: TBA

HISTORY 125 – Popular Culture in Early Modern Europe, 1500-1800**Professor Harris**

This course examines facets of non-elite culture among the peoples of Europe during the sixteenth, seventeenth, and eighteenth centuries. Our inquiry will focus on the relationship between popular and elite cultures, the dynamics of social discipline in establishing and enforcing normative conduct, and popular culture as a site of and resource for political and social conflict. Topics may include familial, social, and political organization; gender roles; religious belief and practice; work, recreation and sport; reading practices; protest and revolt; food and festivals; death and dying; magic and witchcraft. Readings will include both classic and recent scholarly studies, together with primary sources from the period, such as trial records, broadsheets, and songs.

READINGS: TBA

GRADING: TBA

HISTORY 132 – Crime and Punishment in Early Modern Europe**Professor Stuart**

In the sixteenth century, you would be executed for throwing dung at a statue of the Virgin Mary. Nowadays, this might be considered offensive, but you will no longer be prosecuted for the capital crime of “blasphemy.” In other words, the definition of crime and the classification of criminals changes over time. In this class we explore when, how, and why this happened from the fourteenth through the eighteenth centuries. We will contrast “real” crimes such as vagrancy and theft with imaginary crimes such as Jewish ritual murder and witchcraft. One segment of the course covers prostitution, infanticide and witchcraft as specifically female crimes. We will examine to what extent it is possible to relate long-term changes in the incidence and prosecution of particular crimes to changes in economy, social structure, government, religion and culture. We will discuss changes in the nature and purposes of punishment in the early modern period, as public rituals of execution and other bloody punishments to the body were replaced by the penalty of imprisonment in the eighteenth century.

READINGS: Erving Goffman, Stigma. Notes on the Management of a Spoiled Identity
R. Po-chia Hsia, Trent 1475 : Stories of a Ritual Murder Trial.
Merry Elizabeth Perry, Gender and Disorder in Early Modern Seville
Georges Huppert, After the Black Death: A Social History of Early Modern Europe

GRADING: TBA

HISTORY 138C – Russian History: The Rise and Fall of the Soviet Union, 1917 to the Present**Instructor Gumb**

The emergence of the Soviet Union as a socialist system and a great power; the decline and collapse of the Soviet Union and the formation of independent nation states in its place.

READINGS: TBA

GRADING: TBA

HISTORY 142B – The Memory of the Holocaust**Professor Biale**

This course deals with the myriad ways the memory of genocide has been constructed in the half century since the event. The goal of the course is to teach students how to analyze critically the way memory shapes and sometimes distorts our images of the past, especially when that past involves a collective trauma that may defy representation. The course is interdisciplinary in nature, involving varied texts from memoirs, literature, film, architecture and philosophy .

READINGS: TBA

GRADING: TBA

HISTORY 146B – Europe in the Twentieth Century**Professor Dickinson**

This course will cover the history of Europe in the second part of the twentieth century, from the outbreak of World War II through to the collapse of communism and the creation of the European Union. Lectures and the course textbook will examine the broad pattern of the evolution of European societies and the European states in these decades, focusing on political, social, and cultural change. The first few weeks of the course will focus on the war and its impact on European societies. The middle weeks of the course will be devoted to the economic and social transformation of Europe during the "economic miracle" of the 1950s and 1960s, and then the period of re-adjustment from the early 1970s through to the beginning of the 1990s. Our understanding of the problems and potentials of European civilization in this period will then serve as a basis for understanding the process of European unification after 1989. Our readings--in addition to the textbook--will be drawn from primary documents written during the period, and from scholarly articles examining particular aspects of European social and cultural history. The documents will focus on the daily lives of particular Europeans, on key moments of political conflict, and on key ideas that shaped the thinking and expectations of Europeans in this period. These readings will focus on the ways that individual Europeans' lives "fit into" the broader sweep of history and social development, and on ways in which they experienced and thought about moments of crisis in the development of their societies. The articles we will read will present close analysis of particular aspects of the broader trends and grander events discussed in lectures and in the textbook.

READINGS: TBA

GRADING: TBA

HISTORY 148A – Women and Society in Europe: 1500-1789**Professor Kudlick**

This upper-division course explores the roles and perceptions of women from the Renaissance up to the eve of the French Revolution. The primary emphasis will be on social and economic factors as well as on discussions of women in the writings of political theorists and social commentators.

READINGS: Aphra Behn, Oroonoko, Or The Royal Slave Kessinger Press, 2004, 1419139312
Joanne Ferraro, Marriage Wars in Late Renaissance Florence Oxford 2001 0195144961
Gluckel of Hameln, Memoirs Schocken 1987 0805205721
Francoise de Graffigny, Letters from a Peruvian Woman Modern Language Association 1993 087352778X
Susan Karant-Nunn and Merry Wiesner-Hanks, Luther on Women: A Sourcebook (Cambridge) 9 7807521 658843
Merry Wiesner, Women and Gender in Early-Modern Europe 2nd Edition, 2000, Cambridge 0521778220

GRADING: TBA

HISTORY 151D – Industrial England**Professor Landau**

English history from Waterloo to the Battle of Britain; the rise and continuance for the first industrial nation, examining the transformation of landed to class society, oligarchy to democracy and bureaucracy, Bentham to Bloomsbury, empire to commonwealth.

READINGS: TBA

GRADING: TBA

HISTORY 166B – Mexican History since 1848**Professor Resendez**

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:
Paul Vanderwood, The Power of God Against the Guns of Government
John Reed, Insurgent Mexico
Carlos Fuentes, The Death of Artemio Cruz
Julia Preston and Samuel Dillon, Opening Mexico: The Making of a Democracy
Additional readings on Smartsite

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) Attendance and doing the required reading and participating in class (10%). We will discuss the readings in class.

HISTORY 170A – Colonial America**Professor Smolenski**

This course examines the settlement, growth, and development of European colonial societies in North America from the era of contact and conquest through the Seven Years' War. Colonial America was a diverse, complex, vibrant, and often violent place; its history contains numerous stories of tragedy and triumph, struggle and survival, cooperation and coercion. Out of these interactions between Indians, Europeans, and Africans emerged multicultural, Creole societies. Over the course of this quarter, we will address many facets of this rich history, exploring such topics as the European “discovery” and conquest of America; the settlement of European colonies; the Indian response to European invasion; the rise of African slavery in the Americas; the evolution of colonial thought and culture; and the rivalry between European imperial powers over the Americas. We will explore the differences between different colonial settlements, such as Spanish Santa Fe, Puritan Boston, and French Quebec, while keep our eye on the larger social structures European colonialism produced.

READINGS: Kathleen M. Brown, Good Wives, Nasty Wenches, and Anxious Patriarchs
Alan Taylor, American Colonies
Kirsten Fischer and Eric Hinderaker, Colonial America

GRADING: Two Papers (6-8 pp.); Midterm; Final Exam

HISTORY 174A – The Gilded Age and Progressive Era**Professor Rauchway**

Between the Civil War and the First World War, the US became the nation we know today: the world's preeminent economic powerhouse, with enviable military capacity, a nation of immigrants, capable of containing the old South and the new West in its vision of itself. It was also a nation beset by troubles, including a dire economic collapse and corruption of government. The course examines how the nation grew into its new capacities and dealt with its divisions and failing.

READINGS: Louis Brandeis, Other People's Money and How the Bankers Use It.
Walter Lippmann, Drift and Mastery.
Eric Rauchway, Murdering McKinley.
Lincoln Steffens, The Shame of the Cities.
Nancy Woloach, Muller v. Oregon.

GRADING: In addition to participating in class, students will write short papers and take two exams.

HISTORY 176A – Cultural and Social History of the United States**Professor Hartigan-O'Connor**

Americans in the nineteenth century confronted a boom-bust economy that promised great opportunities for “self-made” people while creating new generations of losers. This course examines the social and cultural history of the 19th-century United States by focusing on how Americans coped with such transformations—how they worked, whom they loved, what they wore—and what they thought about the changes they faced. Readings and lectures will bring students into counterfeiters' dens, auction houses, sailors' cabins, and urban parlors to explore themes including: slavery and human commodification; gender, consumerism, and identity; authenticity and knowledge; family and the meaning of labor. Classes will combine lecture and discussion.

READINGS: Daniel Cohen, ed., The Female Marine
Susan Johnson, Roaring Camp
Walter Johnson, Soul by Soul
Scott Sandage, Born Losers
Michael Zakim, Ready-Made Democracy
These books will be supplemented with several assigned primary sources.

GRADING: TBA

HISTORY 176B – Cultural and Social History of the United States since 1900**Instructor Slutsky**

This class explores the people, trends, and events that have shaped American society and culture in the twentieth century. The course will pay particular attention to the ways in which race, class, and gender determine one's experience with the world around him/her. Students will learn about the evolution of social protest movements and popular culture and the roles they have played in influencing Americans' identities throughout the twentieth century.

READINGS: TBA

GRADING: TBA.

HISTORY 179 – Asian American History**Professor Tsu**

This course surveys the historical experience of people of Asian ancestry in the United States from the mid-nineteenth century to the present. We will explore the experiences of Asian immigrants and Asian Americans within the broader context of immigration and race relations in U.S. history. Major questions framing the course will be: What are the arguments for a common Asian American experience? What are the limits of a shared Asian American experience? What does the history of Asian America tell us about America? How have Asian Americans resisted and struggled to define their identity, livelihood, and a sense of "home" in America?

READINGS: Catherine Ceniza Choy, [Empire of Care: Nursing and Migration in Filipino American History](#)
Anne Fadiman, [The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures](#)
Lon Kurashige and Alice Yang Murray, ed., [Major Problems in Asian American History](#)
Valerie Matsumoto, [Farming the Home Place: A Japanese American Community in California](#)
Vijay Prashad, [The Karma of Brown Folk](#)
Other readings to be posted on SmartSite

GRADING: Midterm and final examinations; term paper.

HISTORY 183B – The Frontier Experience: Trans-Mississippi West**Instructor Chester**

Spread of the mining kingdom, the range cattle industry, Indian-military affairs, settlement of the Great Plains and Rocky Mountain regions and political organization of the West.

READINGS: TBA

GRADING: TBA

HISTORY 190D – Safavid Iran**Professor Anooshahr**

Middle Eastern history focusing on Safavid Empire (present-day Iran, Iraq, Afghanistan, up to Georgia), beginning with the origins of the dynasty as a powerful religious family, to the establishment of the Empire, focusing on Social, Religious, Economic, and Political History.

READINGS: TBA

GRADING: TBA

HISTORY 191A – Classical China**Professor Price**

History of Chinese civilization from its origins through the establishment of city-states and the flowering of classical philosophy to the rise and fall of the First Empire.

READINGS: Selections from the following:
Valerie Hansen, The Open Empire: A History of China to 1600
DeBary et al., Sources of Chinese Tradition Vol. 1
Birch, ed., Anthology of Chinese Literature, Vol. 1
Wolf, The House of Lim
Keightley, Early Civilization in China
Lewis, Sanctioned Violence in Early China
And selected writings of one classical philosopher.

GRADING: First 2 papers, 22% each. Map quiz, 6%. Term paper, 25%. Final quiz, 25%

HISTORY 191F – History of the People’s Republic of China**Professor Mann**

This course studies the history of the People's Republic of China from 1949 to the present. Prior coursework in Chinese history is not required. The course is organized to compare the “Mao years” (land reform and the reorganization of labor and production in the 1950s, the Cultural Revolution [1966-1976]), and the post-Mao reform era (1980 present). We will pay close attention to the difference between “rural” and “urban” residence, and to differences based on class labels, age, and gender.

READINGS: R. Keith Schoppa. *Revolution and Its Past: Identities and Change in Modern Chinese History*. Upper Saddle River, NJ: Prentice Hall, 2006. ISBN 0130224073 (paper)
Ku, Hok Bun. *Moral Politics in a South Chinese Village: Responsibility, Reciprocity, and Resistance*. Rowman and Littlefield, 2003. ISBN 0-7425-0928-1 (paper)
Yang, Rae. *Spider Eaters: A Memoir of the Cultural Revolution*. University of California Press, 1997. ISBN 0520204808 (paper)
Zhang, Lijia. "Socialism Is Great!" *A Worker's Memoir of the New China*. Anchor Books, 2009. ISBN 9780307479199 (paper)
Course Reader (contents to be announced)
Films (*to be shown in class*)

GRADING: Students will write a mid-term exam, a paper (news analysis), and a final exam. Participation in class discussion (news analysis) is expected. Final grades are determined as follows: mid-term exam (30%), participation in class discussion (10%), news analysis (30%), final exam (30%).

HISTORY 195B – History of the Modern Korea**Professor Kim**

This course provides an introduction to the history of modern Korea, the only Humanities-Social Sciences course offered on Korea at UC Davis. The course surveys political, socioeconomic and cultural developments in the last 130 years of Korean history, from the collapse of the Yi Dynasty (Chosen) Korea to today. Main topics examined in the course include: socioeconomic and political changes in late 19th-century Korea; decline and collapse of the Yi dynasty monarchy; growth of nationalism and reform movements; modernization under Japanese colonialism in the first half of 20th century; decolonization and the Korean War; postwar economic growth and effects of the Cold War; comparison of North and South Korea.

The course requirements include lecture and discussion sections. The grading will be based on a paper, class participation and examinations. No prior exposure to East Asian history is necessary, although previous exposure to Chinese or Japanese history may be helpful.

READINGS: The main textbook will be Michael Robinson, Korea’s Twentieth Century Odyssey (University of Hawaii Press). A sourcebook will be required for the course.

GRADING: TBA

HISTORY 196B – History of the Modern India
Professor Sen

Survey of cultural, social, economic, and political aspects of Southern Asian history from the arrival of the British in the 18th century to the formation of new independent states – India, Bangladesh, and Pakistan – in the 20th century.

READINGS: TBA

GRADING: TBA