

# HISTORY

## *College of Liberal Arts*

### Department Chair

Sharon L. Sievers

### Department Office

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### Telephone

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### Faculty

#### Professors

Dorothy Abrahamse

Xiaolan Bao

Stephen E. Berk (Emeritus, 2004)

David A. Bernstein (Emeritus, 1999)

Paul V. Black

Albie D. Burke

Augustus Cerillo, Jr. (Emeritus, 2000)

Patricia A. Cleary

Keith E. Collins

Kenneth R. Curtis

Edward A. Gosselin (Emeritus, 2003)

Albert F. Gunns (Emeritus, 2003)

David C. Hood

Arnold P. Kaminsky

Keith I. Polakoff (Emeritus, 2004)

Gary W. Reichard

Donald R. Schwartz

Sharon L. Sievers

Arnold R. Springer (Emeritus, 2003)

Jack Stuart (Emeritus, 2000)

William A. Weber (Emeritus, 2003)

#### Associate Professors

Houri Berberian

Troy R. Johnson

Arlene Lazarowitz

Nancy L. Quam-Wickham

#### Assistant Professors

Jeff Blutinger

Jane Dabel

Marie Kelleher

Catherine Komisaruk

Brett Mizelle

Caitlin Murdock

Sarah Schrank

David Shafer

Moshe Sluhovsky

Omar Valerio-Jimenez

#### Undergraduate Advisors

Linda Alkana

Houri Berberian (and Portfolio Advisor)

#### Graduate Advisor

Nancy Quam-Wickham

#### Office Managers

Aimee Castillo

Cris Hernandez

Advising in the Department of History is available to all students interested in a major, minor, a teaching credential, or a special major combining History with another discipline. Students are strongly encouraged to see History Department advisors at an early stage in the development of their programs. Undergraduate majors should see History department staff to fill out a work sheet before meeting with the Undergraduate Advisor. Students interested in the M.A. program should contact History department staff for application information. Graduate students should see the Graduate Advisor (Nancy Quam-Wickham). Applicants for the Social Science Credential Single Subject Program must see Credential Advisors (Jane Dabel or Tim Keirn). All advisors maintain extended hours during the semester and are available at other times by appointment. The Department of History also hosts open advising days in the week prior to each new semester; call the Department for information.

### *History*

History is a discipline at the core of the liberal arts tradition. It seeks to preserve, extend, and reevaluate our study of the past and to connect it with the present. Students who specialize in History are typically those who plan to teach, practice law, or enter government service; however, History students also go into business, librarianship, foundation work, management of local history projects, and fundraising. Some history alumni have become successful writers.

Students contemplating graduate work in History on this campus or elsewhere should get advice early in their undergraduate careers from faculty in their fields of interest and should also give serious consideration to developing proficiency in a foreign language during their undergraduate tenure.

The History Department awards scholarships and prizes to outstanding undergraduate and graduate students, among which are:

- The Douglas McNeally Award
- The Stuart Bernath Award
- The Ebell-Heimberger Scholarship
- The Jack Chinski Award
- The Irv Ahlquist Scholarship
- The Elizabeth Neilsen Award
- The Hardeman Graduate Student Award

For further information about these awards, given annually, students should inquire at the Department office no later than the beginning of the spring semester. Undergraduate and graduate students are eligible for the Department's facilitator program for which they may earn units in the major; see Department staff for applications. Graduate assistantships and readerships are also frequently available to qualified graduate and undergraduate students. The Department also recruits outstanding students for Phi Alpha Theta, the national honor society for History students.

The Department of History offers graduate study leading to the Master of Arts degree. The candidate is responsible for observation of the general requirements stated in this catalog as well as specific departmental requirements listed in the M.A. brochure, available on request from the Department office.

## General Education Requirement in United States History

To fulfill State of California requirements, students must take three (3) units of U.S. history. This requirement can be met by HIST 172 or 173. Students who have taken U.S. history at another institution should check with the History Department before enrolling.

## Bachelor of Arts in History (code HISTBA08) (120 units)

### Requirements

Majors must take 47 units of history: 9 lower-division and 38 upper-division.

1. Core: 14 units. All majors must take HIST 301, 302, 499, and one history course that fulfills the gender, race, and ethnicity requirement (from a list of approved courses available from the Undergraduate Advisor). HIST 301 MUST be taken in the first semester of course work in the major. 301 is a prerequisite for 302, and both courses are prerequisites for 499.
2. Fields of emphasis: 18 units. All majors have the option of specializing in two or three fields. Option one: two fields of nine units each. Option two: three fields of six units each. The fields are:
  - A. Africa and the Middle East
  - B. Ancient and Medieval Europe
  - C. Asia
  - D. Latin America
  - E. Modern Europe (Including Britain)
  - F. United States
3. Breadth: 6 units. Majors must take six units in a field (or fields) of history outside of their fields of emphasis.
4. All majors must develop a portfolio (beginning with HIST 301) reflecting their work in the History major. The portfolio will be evaluated as one of the requirements in the senior seminar, HIST 499. Prerequisites for HIST 499 are completion of HIST 301, 302, and 18 units of upper-division work in the major.

NOTE: History majors are strongly encouraged to include the study of foreign language and literature in their programs. Students working for a single-subject credential in secondary education must consult with the College's secondary education advisor as to the applicable credential major requirements.

## FOUR YEAR PLAN TO COMPLETE THE B.A. DEGREE in HISTORY (HISTBA01)

120 Units Required

Department of History

Semester 1		Semester 2	
University 100	1	Oral Comm or Composition	3
Composition or Oral Comm	3	GE Math or other GE Class	3-4
GE Math or other GE Class	3-4	HIST 172 or 173 (GE D1a)	3
GE Class	3	GE Class	3
GE Class	3	GE Class	3
Elective Class	1-3		
<b>TOTAL UNITS</b>	<b>14-16</b>	<b>TOTAL UNITS</b>	<b>15-16</b>

Semester 3		Semester 4	
HIST 101 (GE A3)	3	HIST 131,132, 141, 161, 211, or 212	3
GE Class	3	GE Class	3-4
GE Class	3-4	GE Class	3
GE Class	3	Elective Class	3
Elective Class	3	Elective Class	3
<b>TOTAL UNITS</b>	<b>15-16</b>	<b>TOTAL UNITS</b>	<b>15-16</b>

Semester 5		Semester 6	
HIST 301	4	HIST 302	3
Major Core-Gender/Race/Ethnicity	3	Major Emphasis Class	3
Major Emphasis Class	3	Major Emphasis Class	3
GE Capstone Class*	3	GE Capstone Class*	3
Elective Class	3	Elective Class	3
<b>TOTAL UNITS</b>	<b>16</b>	<b>TOTAL UNITS</b>	<b>15</b>

Semester 7		Semester 8	
Major Emphasis Class	3	HIST 499	4
Major Emphasis Class	3	Major Emphasis Class	3
Major Breadth Class	3	Major Breadth Class	3
GE Capstone Class*	3	Elective Class	3
Elective Class	3	Elective Class	3
<b>TOTAL UNITS</b>	<b>15</b>	<b>TOTAL UNITS</b>	<b>16</b>

\*GE Interdisciplinary Capstone Classes may be able to count in GE and major. See catalog or major advisor.

\*\*Students may use HIST 172 or 173 to meet both the GE requirement (D1a) and a requirement for the major.

NOTE: History majors are strongly encouraged to include the study of foreign language and literature in their programs.

Students may complete the Specialization requirement by taking either three courses in each of two fields, or two courses in each of three fields.

Students wishing to pursue the Social Science credential in addition to the major must see a Social Science Credential advisor as many classes can count in the major, for GE and for the credential.

## FAQ Concerning Road Maps for Completion of Undergraduate Degrees

For each undergraduate major, the on-line Catalog shows plans for scheduling all required courses to complete the degree in four, five, or six years.

While CSULB will make every effort to schedule classes at the times shown in the plans, we cannot guarantee that courses will be available in specific semesters. It is possible that shortage or budget or of personnel will make it impossible to offer as many classes as we would wish.

The plans are not substitutes for working with an advisor. You are strongly encouraged to see an advisor when planning your program each term.

### I am a freshman. Do I have to choose now whether to follow the four, five, or six-year plan?

No. Most freshmen take 12-15 units. You need at least 12 units to receive full financial aid. With experience, you will be able to judge how heavy a load you find comfortable. This will depend on your outside obligations, such as a job, and on your personal circumstances. In theory, each unit requires three hours a week, including preparing for class, attending class, and completing assignments. Use these guidelines to budget your time and plan an appropriate schedule.

### Must I take the courses in the semesters shown on the plan?

The plan shows one possible way of completing all requirements for the degree. Consult your advisor about whether it is essential to take a given course in the semester shown. There are some rules to keep in mind:

1) You can take the General Education Foundation courses (Composition, Oral Communication, Critical Thinking, Mathematics) in any semester in the first 36 units of baccalaureate-level course work completed at CSULB.

2) You cannot take upper division courses until you have completed at least 30 units. (Exceptions can be made for students who already have completed advanced study in the subject.) You cannot take General Education Capstone courses until you have completed at least 60 units.

3) For some majors it is essential to complete courses in the correct sequence. You cannot take a more advanced course until you have completed the prerequisite course(s).

4) You must complete all requirements for admission to impacted majors within the first 60 units.

### I have been told that I must take one or more pre-baccalaureate courses. How can I plan my program?

Your advisor at SOAR can help you identify which courses must be postponed. You must still complete the minimum number of baccalaureate units required for the degree.

You may be able to catch up by taking additional courses in later semesters or by taking classes in summer or winter session, or you may choose to spend an additional semester completing the program. You cannot begin the sequence of required courses for some majors until you are ready for baccalaureate-level Mathematics. See your major advisor to develop a plan for scheduling the required courses.

### I didn't complete the exact list of courses shown. Can I still graduate on time?

The answer depends on your major and on what courses you have completed. The plans are not rigid requirements; they are only intended to provide guidance in planning a program. There are many reasons for students to follow a different pattern, such as changing the major, choosing to take fewer classes in a given semester, choosing to complete a minor or a second major. See your advisor for help in planning a program that will work for you.

### If I follow the plan, will I have all requirements for graduation completed?

The plans include the specific courses required for the major. For some majors, there are restrictions on the choice of major electives. It is important that you select General Education courses to meet the required distribution pattern. You may need to take an additional General Education course to complete the minimum number of units required for each category. This is likely to happen if you took three-unit courses in Category B, Physical Universe.

## Honors in History

Students with a major in history may be admitted to the History Department honors program (option of the University Honors Program) provided they have:

1. Completed at least 30 semester units of college- or university-level courses, including at least two history courses;
2. A minimum cumulative GPA of 3.3, and a 3.5 in history courses;
3. Submitted to the department honors committee chairperson two letters of recommendation from faculty members;
4. Received admission approval from the departmental honors committee.

Students who have the minimum GPA requirements established by the University Honors Program (3.0 overall and 3.3 in the major, but who do not meet History departmental GPA requirements above may petition the department honors committee for conditional admission to the Department Honors Program).

In order to graduate with Honors in history a student must:

1. Complete all regular requirements for the history major;
2. Complete 3 units in HIST 501;
3. Complete 3 units in HIST 498H: Honors Research;
4. Complete 3 units of HIST 499H: Honors Thesis;
5. Complete 6 units of additional course work chosen in consultation with the Department Honors Advisor; such courses normally will require two analytical papers or a research paper on a honors level of performance;
6. Complete UHP 499 Synthesis, as partial fulfillment of the University's requirement of 6 upper-division units;
7. Have at the time of graduation a cumulative GPA of at least 3.3 and a GPA of at least 3.5 in history.

Students admitted to the program must maintain a file in the University Honors Program which will include copies of proposals for 498H and 499H.

## Oral History Program

This Program, housed in the Department of History, is designed to teach and train history students in the use of materials that focus on largely unwritten sources. History majors, and social science credential students with a history concentration, are urged to take the one-unit workshop. Students in these workshops learn how to design an oral history project, and to conduct interviews. Workshops are especially helpful for students interested in local history, the history of the family, and communities whose written records have not been included in traditional historical materials.

## Minor in History (code HISTUM01)

A minimum of 21 units which must include:

Lower Division: A minimum of six units, which must include a six-unit sequence from the following: HIST 211 and 212, 131 and 132.

Upper Division: A minimum of 12 units, which must include at least six units in each of two areas as defined for the major.

## Minor in Jewish Studies (code HISTUM02)

The Minor in Jewish Studies consists of a minimum of 19 units. Jewish Studies encourages undergraduate students to acquire the academic breadth and depth to comprehend the major issues, themes, and concepts of a culture and heritage that has had a distinct impact on world civilization. The interdisciplinary minor consists of courses in a variety of disciplines, including literature, history, religion, geography, Hebrew language, and politics. Students will expand their understanding of the broader dynamics of the Jewish experience through different eras and geographic settings, both in Israel and the Diaspora.

### Requirements

1. Required core courses: HEBW 101A, HIST 369, R/ST 314;
2. Three units from the following elective courses: CWL 342, HIST 431, R/ST 311;
3. Six units from the following elective courses: GEOG 309I; HIST 304, 432, 389; POSC 367; R/ST 315.

## Minor in Latin American Studies (code HISTUM03)

The Minor offers students majoring in any subject an opportunity to supplement their education with a focus on the interdisciplinary study of Latin America. The minor's flexible program of study is ideal for students interested either in intellectual enrichment or professional development in their major. Courses used to meet this minor requirement may be counted also, where applicable, toward the General Education requirements, and the major or minor requirements of the cooperating departments.

### Requirements

1. The following are the requirements for the Latin American Studies minor:
  - A. The successful completion of two college intermediate level courses in Spanish, Portuguese or any other language appropriate to the student's area of concentration of the equivalent fluency as determined by the program advisor.
  - B. Consultation with the program advisor, including formal declaration of the minor, and application for graduation.
2. Completion of 21 units distributed as follows:
  - A. Core (Required of all students) 6 units. Choose from two disciplines: ANTH 323, 324; GEOG 320I; HIST 362, 364; POSC 358, 359; SPAN 445.
  - B. Electives: 15 additional units from the following disciplines. Students cannot duplicate courses taken in the Core: ANTH 323, 324, 345, 490\*, 495\*, CHLS 352, 380, 395, 400, 420, 490\*, 499\*; CWL 440, 499\*, ECON 490\*, 499\*; FEA 392C; GEOG 320I; HIST 362, 364, 366, 461, 462, 463, 466A, 466B, 466C, 490\*, 495\*, 498\*; POSC 358, 359, 497\*, 499\*; SOC 341, 490\*, 499\*; SPAN 341, 441, 445, 490\* 492, 495\* 550

\* The Latin American Studies advisor must approve Special Topics and Directed Studies courses in the area of Latin American Studies.

## Minor in Middle Eastern Studies (code HISTUM05)

The Middle Eastern Studies minor encourages undergraduate students to acquire a broad and interconnected understanding of the dynamics of Middle Eastern societies, cultures, and histories by taking courses in a variety of disciplines including History, Arabic language, Political Science, Geography, Art History, International Business, and Religious Studies. Students will expand their understanding of the major issues, themes, and concepts associated with a complex and diverse region as the Middle East.

### Requirements

A minimum of 18 units.

### Core Required Courses

Minimum twelve (12) units: At least three (3) units must be in History and four (4) units must be in Arabic.

HIST 431/531, 432/532; R/ST 331I; POSC 367; ARAB 101A, 101B.

### Elective Requirements

Students must take a minimum of six (6) additional units, selected with an advisor, from the following disciplines without repeating courses from the core. ARAB 101A, ARAB 101B, ART 465/565, CWL 104, and CWL 402/502, GEOG 309I, HIST 394, HIST 431/531, HIST 432/532, HIST 490, POSC 367, R/ST 331I.

Three (3) of these units may be taken from the following courses, which have a global and comparative perspective without repeating courses from core:

CBA 300; W/ST 401I; FCS 410; R/ST 102; HIST 495.

## Master of Arts in History (code HISTMA01)

### Prerequisites

1. A bachelor's degree with an overall 3.0 GPA in history, or with an overall 3.0 GPA, or
2. A bachelor's degree with 24 units of upper-division courses in history. These courses must be comparable to those required of a major in history at this University. Deficiencies will be determined by the graduate advisor after consultation with the student and after study of transcript records.

Advancement to Candidacy is a statement of how the student plans to complete all courses and requirements for the degree, including setting a date and a committee for the thesis or comprehensive examination. It is best done as early as possible and it must take place before the end of the semester preceding the examination. Students writing a thesis are advanced to candidacy at the time that they begin their thesis work.

### Requirements

1. A minimum of 30 units of upper division and graduate courses including at least 18 units from 500 and 600-level courses. Six units may come from other departments if they suit the student's program and are approved by the graduate advisor. All students must take HIST 501 and HIST 590. Twelve of the remaining units must come from among the following area offerings: 510A, 510B, 510C, 510D, 510E, 611, 631, 673, 682.

2. The student may select one or two fields of specialization distributed as follows:
- Alternative I. Single-field option. Fifteen units, including at least one class in the 510 series, in one of the following fields: Africa and the Middle East, Ancient/Medieval Europe; Asia; Britain; Latin America; Modern Europe (including Russia); United States. Those who take the single-field option must also take at least one 500-level course in a second field.
- Alternative II. Two-Field Option. A minimum of 9 units in each of two of the above geographical areas, including at least three units of 510 in each.
- The courses for Directed Study (695), Directed Research (697), and Thesis (698) may be applied to the 18 unit total only with the permission of the graduate advisor. A student may propose a field other than those cited above with the consent of the Graduate advisor and her/his graduate committee.
3. A reading knowledge of German, French, or other foreign language may be required, depending upon the candidate's program of study as recommended by her/his graduate committee.
4. A comprehensive written examination on one field, two periods or a comprehensive written examination on two fields or a thesis.

## Courses (HIST)

### Lower Division

#### 101. Facts, Evidence and Explanation (3)

Corequisite: ENGL 100. The course will address the following issues within historical or global contexts: distinguishing fact from judgement; understanding argument and inductive and deductive reasoning skills; investigating the relationship of language to logic and the problem of selecting evidence, including understanding points of view, bias and theoretical perspective; and differentiating belief from knowledge, by asking the question, "How do we know what we know?" We will investigate facts, evidence, and explanation by analyzing the content, dissemination, and absorption of information from a variety of printed and visual sources. (Not open to students with credit in HIST 201.)

#### 131. Early Western Civilization (3)

Corequisite: ENGL 100. The history of western civilization from its origins through the 16th century. Stresses society, culture, and political institutions of ancient Near East, classical world, the medieval West, and renaissance and reformation Europe. (CAN HIST 2)

#### 132. Modern Western Civilization (3)

Corequisite: ENGL 100. European society from the 16th century to the present. Stresses events and phenomena which reshaped the political, economic and social structures of the West and their impact throughout the world. Emphasis on the intellectual, social and psychological transformation of modern life. (CAN HIST 4)

#### 141. Jewish Civilization (3)

This introductory survey will trace the diversity and complexity of continuity and change of Jewish traditions from the biblical period to modern times across different regions. The course will explore the Jewish diaspora and inter-cultural and assimilationist contacts, among other things. Students will critically engage with Jewish source texts from various eras and regions.

#### 161. Introduction to Latin American Studies (3)

Prerequisite: Completion or concurrent enrollment in ENGL 100. This course offers an interdisciplinary overview of history, society, and culture in Latin America – Mexico, Central American, the Caribbean, and South America. It will examine the political, economic, social, and cultural conditions that have produced conflict, change, and continuity in Latin America over the last five hundred years. Letter grade only (A-F). Same course as SOC 161.

#### 172. Early United States History (3)

Prerequisite/Corequisite: Completion of one G.E. Foundation course and ENGL 100 or equivalent. Survey of the political, social, economic, and cultural development of the United States from discovery through reconstruction. Attention to the colonial era, establishment of the new nation, sectional problems, national growth, disunion, and reconstruction. Material may be covered chronologically or topically. Fulfills the general education requirement for U.S. history. Not open to students with credit in HIST 162A. (CAN HIST 8)

#### 173. Recent United States History (3)

Prerequisite/Corequisite: Completion of one G.E. Foundation course and English 100 or equivalent. Survey of the political social, economic, intellectual, and cultural development of the United States from reconstruction to the present. Focuses on different social groups and examines the experiences of both the powerful and those who want power in American society. The course may be chronological or topical, and covers such themes as immigration and movements of people; work and the economy; the emergence of women's and minority issues; politics, protest, and war; society and culture. (CAN HIST 10)

#### 211. World History: Origins to 1500 (3)

Prerequisite: Completion of GE Foundation requirements. A survey of the development of world civilization and major cultures from the Neolithic Revolution until the eve of the European conquest of the Americas. The civilizations of the Ancient, Classical, and Postclassical periods will be studied, emphasizing interaction between civilizations and major cultures. Topics will include the origins and role of universal religions; the examination of political, social, and gender structures in relation to economic and demographic development; and, the diffusion of culture and technology via migration, commerce, and the expanse of empire. (Not open to students with credit in HIST 111.)

#### 212. World Since 1500 (3)

Prerequisite: Completion of GE Foundation requirements. A survey of the origin and development of the modern world, tracing both regional histories and global interactions. Major themes include economic aspects of globalization; intellectual and cultural adjustments to modernity; modern imperialism, resistance to empire, and the birth of nations; and, the historical origins of the contemporary world. (Not open to students with credit in HIST 112.) (CAN 16)

#### 250. Early World Historical Geography (4)

Prerequisites: Open only to Integrated Teacher Education Program (ITEP) students. This course uses the perspectives of history and geography to introduce students to the civilizations of Eurasia, Africa, and the Americas as they developed prior to European contact. To understand their origins and subsequent growth and development, special attention will be given to geographic and historical factors such as location and place, human/environment interactions, migrations, cultural and technological diffusion as well as the intensity of cross-cultural contact and exchange between cultures and civilizations over time. Same as GEOG 250.

#### 290. Special Topics in History (3)

Prerequisite: Completion of GE Foundation requirements. Topics of current interest in History. Applicability to major requirements will be specified in description of individual topics, as announced in the Schedule of Classes. The course may be repeated to a maximum of 6 units with different topics in different semesters. Letter grade only (A-F).

#### A. World War II

## Upper Division Areas

NOTE: General Education Category A must be completed prior to taking any upper-division course except upper-division language courses where students meet formal prerequisites and/or competency equivalent for advanced study.

Course titles listed with an asterisk (\*) are available for graduate as well as undergraduate credit.

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### GENERAL

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#### \*301. Methodology of History (4)

Prerequisites: Required of all History majors in their first semester of work in the major. Introduction to historiography and methodological issues, skills and competencies exercises, research methods, research presentations, and peer review. Creation of student portfolio that will be used in remaining upper-division courses in the major and will be assessed in HIST 499 (Senior Seminar). Letter grade only (A-F). May be repeated to a maximum of 8 units.

#### \*302. Theory and History (3)

Prerequisite: HIST 301. Examination of the ways in which theory shapes historical writing and research. Will focus upon case studies, significant historical works, major schools of historical interpretation, and recent scholarly trends. Letter grade only (A-F).

#### 490. Special Topics in History (1-3)

Prerequisite: Consent of instructor. Topics of current interest in history selected for intensive development. May be repeated to a maximum of 6 units with different topics, but no more than 3 units may be used to satisfy the requirements for the major. Topics will be announced in the *Schedule of Classes*.

#### F. Women and War

Same topic as SPAN 493A and W/ST 490K.

#### \*494. Practicum in History (1-3)

Prerequisites: Consent of instructor and department chair. Field work in History, supplemented by reading and tutorials under the direction of a faculty member. Internships, small group discussion/teaching, and other assignments directed by a supervising faculty member. May be repeated to a maximum of 6 units, but no more than 3 units may be applied to the major in History.

#### \*495. Colloquium (3)

Prerequisites: HIST 301 and nine additional units of upper division History. Seminar level course exploring a specific historical field or issue chosen by the instructor; students will be expected to analyze and interpret primary and secondary sources in a paper that will be presented to the class. Part of core requirements for students declaring a major before summer 2001; students declaring a major after spring 2001 will be required to take History 499 as a core requirement, not 495.

#### A. Colloquium

##### O. U.S. in Vietnam

#### \*498. Directed Studies (1-3)

Prerequisite: Consent of instructor. Independent study under the supervision of a faculty member. May be repeated to a maximum 6 units.

#### 498H. Honors Research (3)

Research for and writing of a senior thesis under the direction of a departmental advisor.

#### 499. Senior Seminar (4)

Prerequisites: Completion of HIST 301, HIST 302, and 18 units of upper-division course work in History; at least two courses (six units) of which must be in the 499 seminar's area of concentration. Designed for graduating seniors, this course requires that students demonstrate baccalaureate-level mastery of historical processes and historical literature through: 1) submission of a portfolio representing continuing work in the major; 2) research and writing of a major paper, and 3) oral presentations. Not open to students who have not met the prerequisites listed above. Topic areas include: Africa and the Middle East, Ancient and Medieval Europe, Asia, Latin America, Modern Europe (including British), and United States. Letter grade only (A-F).

#### 499H. Honors Thesis (3)

Prerequisite: HIST 498H. Research, writing, and presentation of a senior honors thesis under the direction of departmental faculty advisor.

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### INTERDISCIPLINARY COURSES

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#### 303I. Rebels and Renegades (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. The 1930s and 1960s were decades noted for their political, social, and cultural creativity and turmoil. This course investigates youth involvement in social change and focuses on the following topics in US history: labor activity, civil rights, student action, issues of war and peace, the evolution of the women's movement, and the emergence of minority voices. The course looks at culture (particularly music, literature, and movies) in defining and reflecting these issues and addresses the question of why some decades are filled with social protest while other periods appear to be more politically passive. The class addresses the importance of these questions for the 1990s. Not available for credit in the minor.

#### 308I. Law and Civilization (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Exploration of law as an intellectual effort to define, direct, and administer human experience. Examination of theories of knowledge, language, meaning, mental processes, social organization, personal responsibility and freedom underlying legal analysis and decision-making in courts as well as in administrative/bureaucratic settings. Not available for credit in the minor.

#### 309I. Men and Masculinity (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Exploration of male roles from an interdisciplinary perspective focusing on men as workers, friends, lovers, and fathers. Consideration of the choices available to men under the impact of tradition, feminism, and a changing job market. Gender-oriented social and political movements. Letter grade only (A-F).

#### 310I. The Greek World (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major events and ideas in society and culture of ancient Greece with an emphasis on literature, the arts, and the historical forces at work. Topics include foundations of Greek culture, Minoan civilization, Homer and the Trojan War, mythology and religion, lyric poetry, the Persian Wars, the "Golden Age" of Athens, the Peloponnesian War, Hellenistic culture, and contributions of the Greeks to the modern world. Same course as CWL 310I.

#### 312I. Roman World (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major events and ideas in the society and culture of ancient Rome with an emphasis on literature, the arts, and the historical forces at work. Topics include genesis and growth of the Roman world, transition from Republic to Empire, imperial maturity, decay and decline, and the contributions of the Romans to the modern world. Same course as CWL 312I.

**400I. History of Western Scientific Thought (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary introduction to the history of science for both scientists and non-scientists. Evolution of the scientists' views of the means and ends of their own activities; the ways in which science is affected by and affects contemporary cultures.

**404I. Social History of Musical Life (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Social history of musical life, music publics, institutions, professions, and taste in Europe and the U.S. Not available for credit in the major.

**407I. Japan and the United States in the 20th Century (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Examination of relationships between Japan and the United States, emphasizing cultural, economic, and political conflict and cooperation.

**414I. Medieval World (3)**

Prerequisites: Completion of the G.E. Foundation, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major themes in medieval society and culture with emphasis on literature, the arts, and the historical forces at work. Topics will include the Roman heritage of the Middle Ages, pre/non-Christian culture, the so-called "dark ages," Romanesque and Gothic worlds, crusades and pilgrimages, commerce and cathedrals, and late medieval problems. Same course as CWL 414I.

**474I. The Urbanization of Modern America (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Survey of urban America from the colonial period to the present. Emphasis on the process of urbanization, urban problems, and politics.

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**AFRICA AND THE MIDDLE EAST**

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**\*391. The Making of Modern Africa, 1800-1939 (3)**

This course surveys the history of sub-Saharan Africa from the early 19th through the mid-20th centuries. We will study the rapid changes which destabilized many 19th century societies, the European conquest which followed, and the entrenchment of a colonial situation which robbed generations of Africans of their ability to control their own political and economic destinies. Our emphasis will be on how Africans themselves perceived these processes, how they adjusted to them, and the continuing relevance of these experiences today.

**\*392. Contemporary Africa, 1940-Present (3)**

The challenges facing Africa today can seem bewildering in their variety and complexity. In this course, we will examine the political, economic, social, and ecological conditions of the African continent by studying their historical genesis in the second half of the twentieth century. The main focus will be the difficulties that have been encountered in overcoming the legacies of colonialism in Africa.

**\*394. Middle Eastern Women (3)**

Prerequisites: Upper division status. In this course, we will explore a wide range of roles played by Middle Eastern women throughout history and seek to understand the multi-faceted thoughts and activities of women. By studying many different kinds of sources, both secondary and primary, including memoirs, biographies, traveler accounts, poetry, and film, we will look at women from different geographical and class backgrounds and discuss the most important issues related to women and gender in Middle Eastern history. This course will proceed in chronological order but will also have a strong thematic approach. While the focus of this course is on Muslim women, who are the majority in the region, the experience of minority women will also be addressed. Same as W/ST 394.

**431./531. The Middle East (Southwest Asia), 600-1700 (3)**

This course surveys the history of the Middle East (Southwest Asia) from 600-1700: from the rise of Islam to the eighteenth century, with an emphasis on the background and circumstances of the rise of Islam; the creation and development of the Islamic Empire; the rise of dynastic successor states and "gunpowder" empires; European encroachment; and, integration of the Middle East into the emerging world system. The course will focus on cultural, intellectual, social, economic, and political development and will situate the history of the region within its global context.

**432./532. The Middle East (Southwest Asia), 1700-Present (3)**

This course surveys the history of the Middle East (Southwest Asia) from 1700 to the present. The course will focus on modernization and reform; problems and impact of modernity and imperialism in social, political, and economic spheres; state building; nationalism; and, Islamic revivalism and will situate the history of the region within its global context.

**\*491. Modern and Contemporary Africa (3)**

Conquest of Africa by European states, contrasting colonial systems as they evolved, anti-colonial movements and progress towards self-government or independence, problems of economic and political development, and race tensions in areas of white settlement.

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**ANCIENT AND MEDIEVAL**

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**310I. The Greek World (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major events and ideas in society and culture of ancient Greece with an emphasis on literature, the arts, and the historical forces at work. Topics include foundations of Greek culture, Minoan civilization, Homer and the Trojan War, mythology and religion, lyric poetry, the Persian Wars, the "Golden Age" of Athens, the Peloponnesian War, Hellenistic culture and contributions of the Greeks to the modern world. Same course as CWL 310I.

**312I. Roman World (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major events and ideas in the society and culture of ancient Rome with an emphasis on literature, the arts, and the historical forces at work. Topics include genesis and growth of the Roman world, transition from Republic to Empire, imperial maturity, decay and decline, and the contributions of the Romans to the modern world. Same course as CWL 312I.

**\*313. Ancient Greece (3)**

Prerequisite: Completion of GE Foundation requirements. History of the Greeks and the Greek world from the earliest times to the Roman conquest.

**\*314. Roman History (3)**

Prerequisite: Completion of GE Foundation requirements. History of Rome and the Roman world from the Eighth Century B.C. to the Fifth Century A.D.

**\*316. Early Middle Ages (3)**

History of Western Civilization from the fall of the Roman Empire in the West to the Crusades. Germanization of the West, evolution of Christian institutions, Slavic expansion, Byzantinization of the Eastern Empire, Islamic civilization, Carolingian age, feudal and manorial institutions.

**\*317. High Middle Ages (3)**

History of Western Civilization from the Crusades to the end of the Middle Ages. Revival of trade, growth of towns and of capitalism, origins of modern political institutions, and medieval learning and art.

**\*318. Byzantine Empire (3)**

Political and social development of the Byzantine Empire from the 4th century A.D. to the fall of Constantinople in 1453; the cultural heritage of the Roman Empire in the eastern Mediterranean; religious controversies and the development of eastern Christianity; relations with Islam and medieval Europe.

**319. Women in the Ancient and Medieval West (3)**

Prerequisite: ENGL 100. An examination of the roles and experiences of women in Western Europe from prehistory to the sixteenth century. Students will be introduced to some of the basic problems and methodologies of women's history, and will be encouraged to question the interaction of "women's history" with "mainstream history." Themes to be covered include (but are not limited to): historical construction of gender roles, the relation of symbols of women with women's reality, the interaction of private and public life, women's access to power/opportunity, and the possibility of a "women's culture" during various historical periods. Same course as W/ST 312.

**341A. Foundations of Russia (3)**

Evolution of the state structure, diverse cultural patterns, and social structures associated with ancient Kiev Russia: rise of Moscow, origins of autocracy and serfdom; westernization and modernization as problems during the imperial period to 1801. Particular emphasis on social history.

**\*351. Medieval England (3)**

Analysis of English political institutions, society, religion and economy in the Anglo-Saxon, Norman, Plantagenet, and late medieval eras.

**414I. Medieval World (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary examination of major themes in medieval society and culture with emphasis on literature, the arts, and the historical forces at work. Topics will include the Roman heritage of the middle ages, barbarian culture, Romanesque and Gothic worlds, crusades and pilgrimages, commerce and cathedrals, and late medieval problems. Not available for credit in the major. Same course as CWL 414I.

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**ASIAN**

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**382A. Imperial China (3)**

Prerequisite: Completion of the GE foundation. Introduction to the classical civilization stressing the evolution of imperial institutions, the Chinese world order, and China's traditional cultural heritage. Same course as CHIN 382A

**382B. Modern China (3)**

Prerequisite: Completion of the GE foundation. Chinese society from the 17<sup>th</sup> century to 1949. Impact of imperialism, reform and revolutionary movements, the background of Chinese communism. Not open to students with credit in HIST 482B. Same Course as CHIN 382B.

**383A. Japan to 1850 (3)**

Prerequisite: Completion of GE Foundation requirements. Japan from prehistory to the nineteenth century; emphasis on social and cultural developments, the evolution of political institutions, and the development of early modern society.

**383B. Modern Japan (3)**

Prerequisite: Completion of GE Foundation requirements. Japan from 1850 to 1945; collapse of the Tokugawa bakufu and rise of the Meiji state; industrialization, social change, and protest; "Taisho democracy" and the Pacific War.

**\*384. Contemporary Japan (3)**

Japan since 1945; impact of Hiroshima and Nagasaki; American occupation of Japan; Japan's "economic miracle," social change and social criticism in literature and film; Japan's role in the contemporary world; conflict with the U.S.

**\*385. History of India (3)**

This is a survey of the history of the South Asian subcontinent from its historic roots, through the founding and consolidation of the great Mughal Empire, to the beginnings of Western imperialism and the establishment of the British Raj, ending with nationalism and the course of events in post-independence India, Pakistan and Bangladesh.

**\*386. History of Modern Southeast Asia: Colonial Era to the Vietnam War (3)**

This is a survey course in the political and cultural history of the peoples of modern Southeast Asia. After an overview of traditional civilizations, the history of modern Southeast Asia (from roughly 1815) will emphasize expansion of European influence in the political and economic spheres, the growth of nationalism and the process of decolonization in Southeast Asia, and the post-WWII configuration of the area. Both mainland Southeast Asia (Vietnam, Cambodia/ Kampuchea, Laos, Burma, Malaysia) and insular Southeast Asia (Indonesia, Philippines) will be surveyed.

**388. Contemporary China (3)**

China from 1949 to the present. The political, economic and cultural factors that shaped its continuity and change and the impact of its transformation on Greater China, including Hong Kong and Taiwan.

**405./505. Classical Japan (3)**

Japan from prehistory to the fifteenth century. Connections to other Asian cultures, the influence of Buddhism, and development of Japanese esthetics exemplified in literature and art; dynamics of centralized vs. regional power; civil vs. military authority.

**\*406A. Asian Women: East and Northeast Asia (3)**

Prerequisite: Upper division status. In this course, we will explore the diverse experiences of women in China, Japan, and Korea. By studying different kinds of sources, including memoirs, biographies, literature, film, as well as scholarly works by or about North and Northeast Asian women, we will examine how gender was historically constructed and discuss about women's various forms of resistance in this area. This course will proceed both chronologically and thematically. Major issues to be addressed include the discrepancy between gender norms and reality, women's agency in social change, women and the state, and the complex relationship between feminism and nationalism. Asian American women's experiences will also be discussed at relevant places throughout the course. At the end of the course, students are encouraged to critically reflect on some theoretical issues that have been discussed in the scholarship on women's history in general and North and Northeast Asian women's history in particular. Same courses as A/ST 406A and W/ST 406A.

**\*406B. Asian Women: South and Southeast Asia (3)**

This is an introductory course on the experiences of women in South and Southeast Asia. By studying kinds of sources, including memoirs, biographies, literature, film, as well as scholarly works by or about South and Southeast Asian women, we will examine how gender was historically constructed and how women's resistance took various forms in these areas. This course will proceed both chronologically and thematically. Major issues to be addressed include women's agency in social change, gender as a contentious site of nationalist discourse, the impact of colonization on women, and women's various forms of resistance. Same course as A/ST 406B and W/ST 406B. Letter grade only (A-F).

**407I. Japan and the United States in the 20th Century (3)**

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Examination of relationships between Japan and the United States, emphasizing cultural, economic, and political conflict and cooperation.

**409./509. Early Modern Japan (3)**

Japan from the mid-16th century to the end of the Tokugawa period in 1868; reunification, the growth of urban centers and transportation, economic growth; blossoming of political theory, and of popular culture.

**\*410. Chinese Emigration/Migration in Modern Period (3)**

The history of Chinese emigration/migration in the world with an emphasis on Chinese experiences in Southeast Asia, the Americas, and Western Europe. Examines major factors that have shaped Chinese emigration/migration in the modern period, as well as its impact on world history. By studying the interactions of people and social networks that operate within and across the boundaries of nations, it explores the implications of human migration for the development of the world, the fluidity and contested nature of "nation-states," "national identities," and "nationalism," as well as the political and economic interests invested in these concepts by their subscribers, who have either participated in migration or endeavored to curb it. Will proceed both chronologically and thematically.

**\*487. Film and Chinese History (3)**

Examines the complex relations between history and film. The questions to be asked include: How have films made in China been informed by changes in the country? In what ways can film constitute history and contribute to historical debates? What are the advantages and disadvantages of film in representing history? What are the complex issues related to the historical representation in a transnational film? It discusses both feature and documentary films, as well as films made in Hong Kong and Taiwan. Upon successful completion of this course, students will enhance their ability to read film texts critically and will appreciate the importance of studying history in this visually oriented era.

**\*488. The Chinese Revolution (3)**

Prerequisite: HIST 382B or consent of instructor. Theory and practice of revolutionary socialism in the People's Republic of China, historical and ideological background of the Chinese revolution, Mao and Maoism, politics, culture and society in China. Same course as CHIN 488.

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**LATIN AMERICAN**

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**362. Colonial Latin America (3)**

Prerequisite: Completion of GE Foundation requirements. Iberian preparation for overseas expansion, discovery and conquest in America, evolution of colonial institutions, dynamic 18<sup>th</sup> century developments, wars of independence.

**364. The Latin American Nations (3)**

Prerequisite: Completion of GE Foundation requirements. Political, economic, social and intellectual evolution of Latin America in the 19<sup>th</sup> and 20<sup>th</sup> Centuries.

**\*366. Latin American History and Literature (3)**

Latin American history through the novel and film; will integrate literature and the cinema with traditional historical materials in order to provide the student with a deeper understanding of the development of Hispanic America.

**\*461. History of Precolonial Mexico (3)**

History of Meso-America from prehistoric times to the Spanish conquest, emphasizing the study of the societies and the religious and intellectual life of people of ancient middle America.

**\*462. Mexico (3)**

Spanish conquest of Indian Mexico; settlement and exploration; colonial life and institutions; the achievement of independence from Spain; reform, foreign intervention, dictatorship in the 19<sup>th</sup> century; the Revolution of 1910 and after; contemporary Mexico.

**\*463. The Caribbean and Central America (3)**

History of the Caribbean Islands and Central America from European colonization to the present, with emphasis on Cuba and Central America. Economic, political and cultural development and relations with the United States.

**\*466. Topics in Latin American History (3)**

Selected topics in Latin American History, including: (a) Revolutionary Latin America analyzing various 20<sup>th</sup>-century revolutionary movements, their social, political and cultural causes, and their international impact; (b) Slavery, Peasantry and Aristocracy analyzing examples of black slavery, peasant societies, and elites from the 16<sup>th</sup> century to the present; (c) Comparative History: Argentina and Brazil, or other pairs of states; colonial beginnings, with emphasis on geographical, economic, social, ethnic, and vital institutional elements. May be repeated to a maximum of 9 units with different topics.

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**MODERN EUROPEAN**

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**\*304. The Holocaust (3)**

This course examines the attempted destruction of European Jews by Nazi Germany during the Second World War. Students will trace the roots of anti-Semitism in European history, the origins of Hitler's anti-Jewish assault, and the process from ghettorization to extermination. Other topics include the Jewish resistance inside Europe, the Western response during the war, and the world reaction fifty years after the Holocaust. Students will also explore how the Jewish tragedy is related to other crimes against humanity, including the massacre of Armenians, mass killing in Cambodia and Indonesia, and the issue of ethnic cleansing in Bosnia.

**332. The Age of the Renaissance (3)**

Analysis of the intellectual, cultural, political, religious, and social developments that took place during the period commonly known as the Renaissance (roughly 1350-1550), as well as an examination of the idea of "Renaissance" itself. Themes to be examined include: humanism and the world of arts and letters, civic humanism and politics, religion in the "Age of Reason," and the individual in society.

Examination and analysis of intellectual, cultural, political and economic features of 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup>-century Italian civilization. Particular emphasis on interplay between new configurations and notions of power and their unique Italian cultural manifestations.

**\*333. Reformation Europe (3)**

Examination and analysis of the "long 16<sup>th</sup> century," from the beginning of the Italian Wars (1494) to the Peace of Westphalia (1648). Emphasis on economic, institutional, intellectual and religious crises, and on their resolutions in the post-Reformation period.

**\*334. Early Modern France, 1589-1789 (3)**

Spanning French history from the reign of Henri IV through the commencement of the French Revolution, this course will explore the following themes: the expansion of royal authority and the challenges it faced during the 18<sup>th</sup> century; the functioning of the French economy and its growth through increased production, trade and colonization; geographic expansion; the impact of religion; development in the literary and visual arts as well as popular culture; the increasing social, political, cultural, and intellectual importance of Paris; the French Enlightenment; demographic changes, social class dynamics, and the rhythms of daily life; gender constructs and patriarchy; marriage, family life, birth, and childhood.

**\*335. The Shaping of Modern Europe (3)**

European political, social, economic and intellectual life from the Treaty of Westphalia (1648) to the French Revolution (1789). Emphasis on the rise of statism, the triumph of science and mechanistic philosophy, absolutist monarchs (e.g., Louis XIV), enlightened despots (e.g., Frederick the Great), and philosophers (e.g., Voltaire), and the crisis of traditional society.

**\*336. The French Revolution and Napoleon (3)**

End of the Old Regime and the French Revolution. Decline of the feudal monarchy, failure of enlightened despotism, the rise of revolutionary thought, French Revolution, and Napoleonic imperialism.

### 337. Europe in the Nineteenth Century (3)

This course focuses on a tumultuous century of revolution and reaction from the French Revolution to the outbreak of World War I. Topics included are industrialization and its repercussions; popular protest and mid-century revolutions; the rise of the bourgeois and liberal world and the political and social opposition to it; nationalism, including the unification of Germany and Italy; feminism, imperialism, and daily life.

### 338. Modern European Women's History (3)

European Women's History is an upper division course which investigates how European history has impacted on women and how women and women's issues have shaped historical events. Issues that the course will address include the nature, methodology, and approaches of women's history; the significance of the Enlightenment and French Revolution for women and the role women played in these events; the work women of all classes did, and how industrialization affected the position of women; women's role in and their relationship to 19th and 20th century wars and revolutions; women's health and sexuality; the role of the women in the family; women's socialization and education; the "Women Question" and attempts to remedy women's position; recent feminist theory; and a speculative look at the future of European women. Same course as W/ST 384.

### 339. Europe, 1890-1945 (3)

This course will explore the period in European history between the late nineteenth century (*fin de siècle*) and 1945 (the end of the Second World War). Amongst the themes that will be covered are political, social, economic, international, and cultural crises prior to 1914; the development of modern artistic trends; the First World War and its impact; challenges to democracy; economic collapse; the rise of the Fascists in Italy and Nazis in Germany; the Spanish Civil War; the Second World War, and the Holocaust.

### \*340. Europe Since 1945 (3)

This course examines the political, social, economic, and cultural development of Europe since the end of World War II. Themes will include the development of the Cold War, economic recovery, the rise of the welfare state, Eurocommunism, Gaullism, student unrest, national security and arms control, terrorism, the fall of communism and the transformation of East and Central Europe.

### 341B. Modern Russia (3)

Interaction with the West from 1801; era of great reforms and revolutionary movements; downfall of imperial Russia; establishment of the Soviet regime; chief political, social, economic and cultural developments in the Soviet era; role of the Soviet Union in world affairs.

### 343. Modern Eastern Europe (3)

Prerequisite: GE Foundation or consent of instructor. This course examines the events and forces that have shaped modern Eastern Europe from the emergence of nation states, to nationalism, world wars, fascism, Communism, conformity, dissent, and revolution. At the same time we will explore how and why the idea of Eastern Europe has changed over time, and the role of Eastern Europe both as a place and as an idea in the history of modern Europe.

### 346I. The European Cinema of Communism, Fascism, and Resistance (3)

Prerequisite: Completion of the GE Foundation, one or more Exploration courses, and upper division standing. This course will focus on European cinema of the twentieth century as a manifestation of totalitarian and ideological movements preceding, in-between, and following the two world wars. The ensuing and ongoing resistance movements will also be examined. Same course as RGR 346I.

### \*353. Tudor and Stuart England (3)

Social, cultural, religious, political, and dynastic history of England from 1485 to 1714. Renaissance and Reformation; Crown and Parliament; civil war and revolution; the pre-industrial economy; relations with Scotland, Ireland, Europe, and America.

### \*356. Georgian and Victorian Britain (3)

Social, cultural, religious, political, and constitutional history of Britain from 1714 to 1901. Changes in agriculture, commerce, industry, and population; Parliamentary democracy; Irish problems; relations with America, India, Europe, and the world.

### \*357. Recent Britain (3)

Social, cultural, economic, and political history of 20th century Britain. Governments and people; labor, party politics, and the welfare state; two world wars; problems with Ireland and Europe; the end of Empire; race relations; mass media and popular culture; contemporary developments.

### 400I. History of Western Scientific Thought (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. An interdisciplinary introduction to the history of science for both scientists and non-scientists. Evolution of the scientists' views of the means and ends of their own activities; the ways in which science is affected by and affects contemporary cultures.

### \*437. History of Germany 1871 to Present (3)

History of Germany from unification: the First World War, the Weimar Republic, the National Socialist Reich, and the post-war recovery.

### \*483. Women in Eighteenth-Century England and America (3)

Prerequisites: ENGL 100 and upper division status. Study of representations and realities of women's lives, 1688-1800, from an international and interdisciplinary perspective. Critical methodology of history and literature; analysis of literary and historical texts to explore women's experiences of law and economics; religion; education and culture; marriage, sex, and health; politics and revolution.

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## ORAL HISTORY PROGRAM

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### 402. Oral History Methods (1)

Through a series of workshops and through field experience, skills in oral history will be developed which will enable students to use oral history either for their own personal use in family history or for class projects. Credit/No Credit grading only. Same course as C/LA 485.

### 4980. Directed Studies in Oral History (1-6)

Prerequisite: Consent of instructor. Directed study on a research topic using the methodology of oral history. May be repeated to a maximum of 6 units. Same course as C/LA 498.

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## UNITED STATES

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### 300. The United States Past and Present (3)

Concentrating on the rise of the U.S. to its present position as a world power, this course will explore the contributions of various racial and ethnic groups and of both men and women to that process, as well as the effects of developing political, economic, and social institutions and values upon that process. (This course is an upper-division survey and may not be taken for credit in the United States field. It is for upper-division transfer students in lieu of HIST 172 and 173.)

### \*369. American Jewish History (3)

Both a chronological and a thematic approach to American Jewish History. Chronologically, covers the first Sephardic settlers, German Jews, Eastern European Jews, and recent migrants. Emphasis placed on the experiences these immigrants brought with them. Examples of major themes examined critically: assimilation, the transformation of traditions, American anti-Semitism, the branches of Judaism, mobility, Jewish women, American Jewish leadership of the Jewish Diaspora, Jewish/Christian relations, and the relationship of Jews with other minority groups. Letter grade only (A-F).

### 370. Chicano History (3)

Chicanos in the settlement and development of the Southwest and in contemporary U.S. society; Chicano experience as a U.S. minority group; emerging civil rights movement of La Raza. Letter grade only (A-F). Same course as CHLS 300.

### 371. Religion in American History (3)

A survey of the main currents of religion in the development of American civilization from the beginning of the colonial period to the present. Themes of Judeo-Christian heritage, proliferation of denominations, and new religions in an open environment. Awakenings and revivals, sectarian, communal, ecumenical, and social action movements are among the topics explored.

### \*372. United States: Colonial Period (3)

Discovery and settlement of the new world; European institutions in a new environment; development of colonial government, economy and social institutions; European dynastic rivalry and colonial America.

### \*373. United States: Age of Revolution (3)

Clash between British attempts to control and tax the colonies and colonial distaste for both; growth of an independent spirit; the American Revolution; problems of the new nation; the constitution.

### \*375. The United States Emerges as a Nation (3)

An analysis of the political, economic, social, and intellectual forces from the adoption of the constitution through the 1840s.

### \*376. United States: Civil War and Reconstruction (3)

Sectional rivalry, manifest destiny, mid-century divisive forces, Civil War and reconstruction.

### 377. The United States at War (3)

Since the discovery of "the new world," until the present time the United States has been engaged in a sequence of conflicts, wars, and military police actions. This course is designed to address and answer a variety of questions regarding how and why the United States goes to war. Topics for exploration include: Who were the Presidents going into and during each war? What were their political parties? What was the economic impact or impetus? What part did manifest destiny, the Monroe doctrine, and the cold war (the domino theory) of communism play? What about the issue of American nationalism? Do we go to war to protect ourselves, our image as a world power, as the result of an insult to our "national image," or for economic reasons? Is it the responsibility of the U.S. to be the watchdog for the world?

### \*378. United States History: 1877-1920 (3)

The development of the U.S. as an urban, industrial, multicultural society; progressive reform movements at the city, state, and national level; rise of U.S. as a world power; WWI.

### \*379. United States: Twenties, Depression, and World War II (3)

The conflict-ridden 1920s; the Depression years, and the beginnings of welfare democracy; the United States in World War II.

### \*380. United States Since 1945 (3)

The United States in the nuclear age: the development of the Cold War and its domestic ramifications, the "post-industrial" economy, the civil rights revolution, the rise of political dissent, the Watergate affair, the Reagan revolution, and after.

### 381. Asian American Women (3)

This course will explore the largely unwritten history of Asian American women. Using an inter-disciplinary perspective, we will look at not only secondary sources but also autobiographical, literary, and journalistic writings: oral histories, diaries, anthropological studies, psychological/clinical reports, and film to reconstruct the lives of Asian American women. We will examine how having been burdened by the triple oppression of gender, race, and class, Asian American women have been actively pursuing equality and dignity. Same course as ASAM 381 and W/ST 381.

### \*467. Long Beach History (3)

Survey of the history of Long Beach, California, 1890 to the present. Emphasis on local and regional politics, economic development, international trade, and the complicated roles of ethnic and racial diversity in a city with both an urban, and suburban, history.

### \*469. Ethnic Groups in Urban America: An Historical Examination (3)

An examination of the origin, migration, settlement and the assimilation problems of the various ethnic groups in major American cities since the late 19th century. Emphasis will be upon the economic, social, political, and educational problems encountered by different groups attempting to adjust to urban life.

### \*471. History of the Westward Movement (3)

Examination of the impact of American expansion on the West: Euro-American exploration and migration, ethnic conflict and conquest, gender and family roles on the frontier, environmental changes in the West, development of economic institutions, and urbanization of the region.

### \*472. History of the South (3)

The first half of the course offers a general examination of the Antebellum culture, traditions, and societal crisis. The second half offers an analysis of the modern South (post World War II) from the standpoint of political, economic and social change. Definite emphasis on roles and interactions of racial minority groups and women; insights into solidarity and conflict, and possible resolution of conflict.

### \*473. California History (3)

Survey of California from the 1500s to the present. Emphasis on migration, cultural diversity, and significant social, political, and economic developments.

### 474I. The Urbanization of Modern America (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing. Survey of urban America from the colonial period to the present. Emphasis on the process of urbanization, urban problems and politics.

### 477A./577A. American Cultural History (3)

Development of American way of life treated in terms of values, behavior and institution, themes of individualism, community, ethnic diversity and social reform.

### 477B./577B. American Cultural History (3)

Development of American way of life treated in terms of values, behavior and institutions, themes of individualism, community, ethnic diversity and social reform.

### \*478. Foreign Relations of the U.S. (3)

The course incorporates a global perspective and considers the influence of such issues as domestic politics, bureaucratic rivalry and decision-making, economics, ideology, race, and the role of special interest groups in the making of foreign policy. Same course as I/ST 478.

### \*479. U.S. Constitution: Origins and Early Development (3)

European sources of constitutional thought, colonial background, impact of the American Revolution, the framing period and the rise of a judicial approach to constitutional interpretation under the Marshall and Taney Courts. Emphasis throughout is on the evolution of constitutionalism as a working ideal in American thought and institutions.

### \*480. Law and Fundamental Rights in American History (3)

Selected variable topics on civil liberties issues addressing the historical development of constitutional guarantees in the areas of freedom of expression, privacy, church and state, due process, and equal protection.

### \*481. The Environmental History of Early America: 1500-1860 (3)

Prerequisites: ENGL 100 and upper division status. This course will explore the economic, social, and cultural developments of early America, from the eve of colonial settlement through 1860, from the perspective of environmental history. It will examine how different groups of people occupying the North American continent - Native Americans, Europeans, Africans (and the descendants of these groups) - defined their relationship with the natural world and how they attempted to manipulate it according to their economic needs and cultural values.

**\*482. Recent American Environmental History (3)**

This course examines the interaction between humans and the natural world in the United States from the late nineteenth century to the present. It considers such diverse topics as the impact of industrialization and urban growth on the American environment, the emergence of ecological consciousness and green politics, and the creation of the idea of Nature in American culture.

**485A. History of Women in the U.S. Early Period (3)**

Provides a survey of the roles and activities of American women from colonial period to 1850; variety of female life experiences; slavery, immigration; relationships to the family, economy and political movements. Only 3 units of 485A,B may be applied to a field of concentration in U.S. history for the major. Same course as W/ST 485A.

**485B. History of Women in the U.S. Since 1850 (3)**

Changing roles and status of women in economic and social change; suffrage movement; women in union movement and WW II; the decade of the sixties and the "second wave" of feminism. Only 3 units of 485A,B may be applied to a field of concentration in U.S. history for the major. Same course as W/ST 485B.

**\*486. History of Afro-Americans in the United States (3)**

Course offers the students a historical examination of the roots and culture of Afro-Americans from the Colonial era to the present. This upper division course is designed to study the transformation from slavery to freedom; segregation and racial conflict; emigration patterns, societal interactions, and participation of other ethnic groups and women.

**\*489. Topics in Legal History of the United States (3)**

Case studies in American law from colonial times to the present: English common law heritage, puritan and frontier influences, the legal profession, judicial traditions, formative stages in criminal law, torts and contracts, and modern trends in legal thought. May be repeated to a maximum of 6 units with different topics.

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**WORLD HISTORY**

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**349. The History of —Food (3)**

From the domestication of plants and animals in the Neolithic Revolution to the world-wide cultivation of new crops after 1500, securing reliable sources of sustenance has been central to political, economic, and military agendas. The meanings of food - its multiple roles in both religious rituals and secular festivals, its connection to issues of identity, its contested nature - all serve to underline the usefulness of studying food and human beings' complicated relationships with it throughout history.

**\*396. Contemporary World History (3)**

A global approach to the study of the twentieth century, with an emphasis on the historical origins of the contemporary world. Key themes include the changing nature of the global economy; the advance and retreat of empires; contending ideologies: liberalism, fascism, communism and nationalism; the role of the United States in world history; colonialism and post-colonialism; and the legacies bequeathed to a new millennium.

**435. History of the Francophone World (3)**

Commencing with a study of the origins and evolution of the French language, this course explores the methods by which France expanded its global presence and disseminated its culture in constructing the Francophone world. The themes to be covered include the process of French colonial expansion, the relationship between French colonialism and circumstances and events in France, justifications for and resistance to French overseas expansion, the impact of the colonial world on French culture, gender and colonialism, and French conceptions of race and identity.

**492./592. Proseminar in World History (3)**

Prerequisite: Consent of the instructor. Discussion and analysis of recently published historical works and materials from a world history perspective. May be repeated to a maximum of 6 units.

**Graduate Level**

**501. Theories and Methodologies of History (3)**

The development of history as a discipline, major schools of historical interpretation, and recent developments in analysis and theory. Emphasis will be placed on the interrelationships of history with other disciplines in the social sciences and humanities. Required of all graduate students. Letter grade only (A-F).

**505./405. Classical Japan (3)**

Japan from prehistory to the fifteenth century. Connections to other Asian cultures, the influence of Buddhism, and development of Japanese esthetics exemplified in literature and art; dynamics of centralized vs. regional power; civil vs. military authority.

**509./409. Early Modern Japan (3)**

Japan from the mid-16th century to the end of the Tokugawa period in 1868; reunification, the growth of urban centers and transportation, economic growth; blossoming of political theory, and of popular culture.

**510. The Literature of History (3)**

Reading and discussion of major works and intensive study of bibliography and bibliographical aids. Includes a comparative history component. Letter grade only (A-F). May be repeated to a maximum of 6 units in the same semester.

**A. Ancient and Medieval**

**B. Modern European**

**C. Literature of the Modern Middle East (Southwest Asia)**

**D. Latin America**

**F. United States**

**G. Asia**

**531./431. The Middle East (Southwest Asia), 600-1700 (3)**

This course surveys the history of the Middle East (Southwest Asia) from 600-1700: from the rise of Islam to the eighteenth century, with an emphasis on the background and circumstances of the rise of Islam, the creation and development of the Islamic Empire, the rise of dynastic successor states and "gunpowder" empires, European encroachment, and integration of the Middle East into the emerging world system. The course will focus on cultural, intellectual, social, economic, and political development and will situate the history of the region within its global context.

**532./432. The Middle East (Southwest Asia), 1700-Present (3)**

This course surveys the history of the Middle East (Southwest Asia) from 1700 to the present. The course will focus on modernization and reform, problems and impact of modernity and imperialism in social, political, and economic spheres, state building, nationalism, and Islamic revivalism and will situate the history of the region within its global context.

**577A./477A. American Cultural History (3)**

Development of American way of life treated in terms of values, behavior and institutions, themes of individualism, community, ethnic diversity and social reform. Letter grade only (A-F).

**577B./477B. American Cultural History (3)**

Development of American way of life treated in terms of values, behavior and institution, themes of individualism, community, ethnic diversity and social reform. Letter grade only (A-F).

**590. Topics in Comparative History (3)**

Prerequisite: Consent of instructor. Selected themes in history involving cross-cultural and comparative approaches. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**592./492. Proseminar in World History (3)**

Prerequisite: Consent of the instructor. Discussion and analysis of recently published historical works and materials from a world history perspective. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**595. Special Preparation (3)**

Prerequisite: Graduate standing; consent of Graduate Advisor. Special preparation for the M.A. examinations under faculty direction. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**611. Seminars in Ancient and Medieval History (3)**

Prerequisites: Six units of upper division ancient or medieval history or consent of instructor. Selected topics in ancient or medieval history. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**631. Seminars in European History (including Britain and Russia) (3)**

Prerequisite: Consent of instructor. Directed reading and research in the political, economic, social and cultural history of Europe. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**673. Seminars in United States History (3)**

Prerequisite: Six units of upper division United States history. Selected topics in domestic or international affairs from colonial times to the present. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**682. Seminars in East Asian History (3)**

Prerequisites: Six units of upper division Asian history or consent of instructor. Selected topics in East Asian history. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**695. Directed Readings (1-3)**

Prerequisites: Consent of instructor. Readings on an individual basis. May be repeated to a maximum of 6 units. Letter grade only (A-F).

**697. Directed Research (1-3)**

Prerequisite: Consent of instructor. Research on an individual basis. Letter grade only (A-F).

**698. Thesis (1-4)**

Planning, preparation and completion of non-curricular work in history for the master's degree.