

Fall 2007
Course Descriptions

History Department
San Francisco State University

History Courses That Meet University Graduation Requirements.....	i
-Segment II Courses- Humanities & Creative Arts	i
-Segment II Courses- Behavioral And Social Sciences	i
-Segment III Courses-.....	i
-U.S. History Requirement-.....	i
-California State and Government Requirement-	i
Undergraduate Courses	1
Survey Courses	1
History 110- History of Western Civilization I	1
History 111- History of Western Civilization II.....	1
History 114- World History to 1500.....	1
History 115- World History since 1500	1
History 120- History of the United States through Reconstruction.....	2
History 121- History of the United States since Reconstruction	2
Seminar in Historical Analysis- Required for All History Majors.....	3
History 300- Seminar in Historical Analysis	3
Courses in Comparative History	3
History 313- History of Love and Sexuality.....	3
History 632- Jewish History to 1650.....	4
Courses in European History to 1500.....	4
History 320- Archaic and Classical Greece.....	4
History 325- Late Antiquity	4
History 328- The Early Church to 313	5
History 336- The Reformation.....	5
European History Since 1500.....	5
History 344- Nineteenth Century Europe.....	5
History 385- The Russian Revolution.....	5
History 389- European International History 1848-1918.....	6
History 400- History of Modern European Imperialism.....	6
Courses in United States History.....	6
History 420- American Colonial History.....	6
History 424 History of the United States, 1827-1877	7
History 427- History of the United States since 1916-1945.....	7
History 428- History of the United States since 1945	7
History 449- American Jewish History	7
History 450- History of California	8
History 463- History of La Raza in the United States	8
History 464- U.S. Ethnic and Racial Relations to 1890	8
History 466- History of U.S. People of Color.....	8
History 467- Women in the U.S. to 1890	8
History 469- U.S. Childhoods Past and Present	9
History 470- The U.S. Constitution to 1877	9
History 476- U.S. Environmental History.....	9
History 480- Thought & Culture in America	9
History 482- Religion in America	9
History 489- Dynamics of the American City.....	10

World History- Latin America	10
History 500- Colonial Latin America	10
History 524- History of Mexico	10
History 528- History of Brazil	11
History 550- Social Change in Modern Latin America.....	11
World History- Asia	11
History 578- History of Japan.....	11
History 584- History of the Indian Subcontinent	11
World History- Other	11
History 604- Islamic World I- To 1500	12
History 610- History of Africa.....	12
Undergraduate Proseminar Courses- Required for All history majors	12
History 640.01- The Roman Empire	12
History 642.01- Law and Society.....	13
History 642.02- California in the Great Depression.....	13
History 644.1- Latin America and the Word Economy	13
Special Course in History	14
History 675- Emma Goldman History Editing	14
Courses for the History Honors Major	14
History 697- Honors Thesis.....	14
History 698- Directed Reading in History.....	14
Courses by Individual Study.....	14
History 680/880- Archives/ History Internship.....	14
History 690/890- Editing and Publishing the History Journal	14
History 699/899- Special Study	15
Graduate History Courses	15
General Courses for the Graduate Study of History.....	15
History 700- History as a Field of Knowledge.....	15
Area Seminars in Graduate History	15
History 710- Religion and Empire: Historiography in Late Antiquity	15
History 740- Origins of World War Two: Imperialism and Revolution	15
History 780- Culture and Society in Early America.....	16
History 790- The American West	16
History 850- Modernity and the Islamic Word	17
Culminating Experience Courses for Graduate Students	17
History 896, Directed Reading in History	17
History 898, Master's Thesis	17

History Courses That Meet University Graduation Requirements

General Education- The University permits students to count a maximum of 12 units of courses in both General Education and their majors. Please note that only 6 units may be counted between your major and Segment III. In choosing any General Education course, read the Bulletin carefully so that the course you choose will meet all aspects of the requirements within clusters. If you are in doubt, consult a General Education advisor to be certain that the course you select will fulfill the requirements in question.

-Segment II Courses- Humanities & Creative Arts

History 111, Western Civilization II

History 114, World History to 1500

-Segment II Courses- Behavioral And Social Sciences

History 115, World History since 1500

History 114, World History to 1500

-Segment III Courses-

313- The History of Love and Sexuality	450- History of California	524- History of Mexico
328- Early Church to 313	464- U.S. Ethnic and Race Relations to 1890	528- History of Brazil
336- The Reformation	469- American Childhoods Past and Present	550- Social Change in Modern Latin America
344- Nineteenth Century Europe	480- Thought and Culture in America	578- History of Japan
389- European International History 1848-1918	482- Religion in America	604- Islamic World I
400- Modern European Imperialism	489- Dynamics of the American City	610- History of Africa
424- History of the U.S. 1827-1877	500- Colonial Latin America	632- Jewish History to 1650-

Many a time a student fails to graduate on-time due to Segment III, so please consult an advisor before choosing classes for Segment III.

-U.S. History Requirement-

All students must complete one course in U.S. History per CSU regulations. Courses that may be used toward this requirement are outlined in *U. S. History and Government Requirements List B* in the University bulletin.

The following History Courses may be used toward the requirement-

History 120, U.S. History through Reconstruction

History 463- History of La Raza in the United States

History 121, U.S. History since Reconstruction

History 466- History of U.S. People of Color

-California State and Government Requirement-

All students must complete coursework toward the California State Government requirement. This requirement is met by *U.S. History and Government List A* courses as outlined in the bulletin when taken at SFSU. Students transferring from another college or university may need to take an additional course to meet this requirement, please consult with an advisor to verify your status. This requirement can be met by taking History 450 if needed.

Please note- History 450 does not meet the U.S. History requirement (U.S. History and Government List B courses).

Undergraduate Courses

Survey Courses

History 110- History of Western Civilization I

Germany

MWF 1310-1400

History 110 is a survey of the principal civilizations of the ancient Mediterranean world from about 3000 BC to the decline of the Roman empire--including Mesopotamian, Egyptian, Hebrew, Persian, Greek, and Roman cultures. A concluding unit examines the emergence of "successor civilizations"--Islamic, Byzantine, and early medieval European societies. Lectures, textbook and additional readings, examinations, and a paper are required.

History 111- History of Western Civilization II

Germany

MWF 1110-1200

History 111 is a survey of major trends in the economic, political, and intellectual development of Western/European civilization from the Renaissance to the 20th century. The course emphasizes cultural and ideological aspects of the topics. Lectures, textbook and additional readings, examinations, and a paper are required.



History 114- World History to 1500

Sections: 1- Arrieta, MWF 1110-1200; 2- Peard, Th 1610-1855

Following a prefatory topic on human origins, the course will concentrate on examining the origins and development of the civilizations of the Near East, India, China, Africa, Europe and the Americas from circa 3000 BC to circa 1500 AD. The social and intellectual aspects of culture will be emphasized.

History 115- World History since 1500

Sections: 1- Chekuri, MW 0935-1050; 2- Behrooz, T/Th 1100-1215; 3- Gerould, T, 1900-2145

This is a beginner's course that helps students analyze the major developments in world history from 1500 to the present. Historical encounters between Asians, Africans, Latin Americans, and Europeans will provide the central focus for this semester. Studying the events of the past that shaped the modern world will provide students with the background for understanding contemporary struggles and achievements. Among the themes explored are: the "conquest" of the "New World", imperialism and anti-imperialism, the great revolutions, inventions, wars, and creations which led to the "universal civilization" we might be heading towards in the 21st Century.

History 120- History of the United States through Reconstruction

Sections: 1- Germany, MWF 0910-1000; 2- Holmes, MWF 1410-1500; 3- Kearns, T/Th 1235-1350; 4- Sigmon, T/Th 1410-1525

History 120 presents the history of the United States from the earliest inhabitants to the end of the Civil War. While particular topics will vary somewhat from section to section, you can anticipate that most sections will treat the following- the nature of life for American Indians before the arrival of European



peoples, early European settlements in North America, the nature of the English settlements in North America, the struggle between France and Britain for North America, the American Revolution, the writing of the Constitution and Bill of Rights, acquisition of territory from France, Spain, and Britain, the early development of industry and cities, war with Mexico and the acquisition of additional territory, the changing status of women, the nature of slavery, the increasing conflict over slavery, and the Civil War. Most sections will utilize a basic textbook and several supplementary readings.

History 121- History of the United States since Reconstruction

Sections: 1- Arrieta, MW 0810-0925; Leikin, MWF 1010-1100; 3- Swanson, MWF 1210-1300; 4- Arrieta MWF 1310-1400; 5- Leikin, M 1610-1855; 6- Sigmon, T/Th 0810-0925; 7- Stevens, T/Th 0935-1050; 8- Cherny, T/Th 1410-1525; 9- Sigmon, T 1610-1855; 10- Germany, W 1610-1855

History 121 presents the history of the United States since the end of the Civil War. While particular topics will vary from section to section, you can anticipate that most sections will treat the following- Reconstruction after the Civil War and especially the experience of African Americans, industrialization, urbanization, large-scale immigration from Europe and Asia and anti-immigrant sentiments, patterns of politics in the late 19th century, the Spanish-American War and Imperialism, Progressivism, World War I, the changing status of women, the Great Depression of the 1930s and the New Deal, World War II, the Cold War, the Civil Rights Movement, the Vietnam War, and the presidencies of Nixon and Reagan. Most sections will use a basic textbook and several supplementary readings.



Seminar in Historical Analysis- Required for All History Majors

History 300- Seminar in Historical Analysis

Sections:1- Hoffman, MWF 0910-1000; 2- Lisy-Wagner, M 1610-1855; 3- Katz, T/Th 1100-1215; 4- Katz, T 1610-1855; 5- Loomis, W 1610-1855



In 1828 T.B. Macaulay wrote, “to write history respectably . . . is very easy. But to be a really great historian is perhaps the rarest of intellectual distinctions.” Despite the somewhat hyperbolic quality of Macaulay’s comment, there is a great deal of truth in it. The purpose of this course is to start you on the road to appreciating great history by familiarizing you with the techniques of writing and evaluating history. As an apprentice historian, you will learn something of the craft of the profession. You will explore some of the varieties of history and of historical explanation, and you will engage in your own historical project. In most sections, students will both present critiques of the work of historians, and conduct and present their own research project. Most sections will cover the various stages of creating a successful historical essay- selecting a subject, locating sources, gathering useful notes and data, organizing a presentation (written or oral), and compiling footnotes and a bibliography. Some sections will use a particular topic as a means of exploring historical analysis, historiography, and research methods. Students are advised to

complete all Segment I requirements before taking History 300, and also to complete History 110, 111, 120, and 121.

Courses in Comparative History

History 313- History of Love and Sexuality

Lisy-Wagner



MWF 1210-1300

Birds do it, bees do it, even educated fleas do it. Is it that simple? Do we all approach sex and love in the same way? This course will look at documents about love and sex in a variety of contexts - from different times, in different places, by different types of people. We will be looking at a diversity of sources in order to examine what might be shared about this experience and what might be different in different contexts. Topics will include courtship, unions, sexual identity, pornography, sex and science, and sex and religion.

History 632- Jewish History to 1650**Astren****MW 1410-1525**

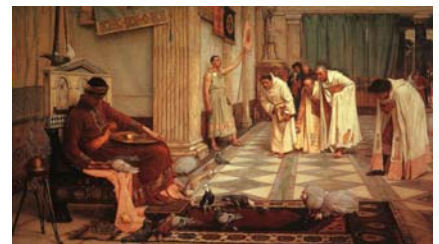
Jewish history from 1650 to present. Central theme is the encounter of traditional ethnic and religious minority with modernity. Topics: emancipation, anti-Semitism, immigration, Zionism, Israel, America, Holocaust. ~Bulletin description. Please contact instructor for full description.

**Courses in European History to 1500****History 320- Archaic and Classical Greece****Hoffman****MWF 1110-1200**

The history of Greece from the Trojan War to the collapse of Athens in 404/403 B.C. encompasses the highest achievements of Greek civilization: the palaces of the Mycenae and the temples on the Acropolis, the poetic endeavors of Homer and Hesiod, the spreading of Greek culture from Anatolia to Iberia, the development of the tragic and comic playwrights, and the emergence of Athenian democracy. This is also a period of bitter strife: struggles for power within various city-states, the fratricidal wars among the Greek states, and invasions from Persia. In this course we will deal with the various triumphs, tragedies and problems of this Greek History. The readings will include poets (Homer and Hesiod), playwrights (Aristophanes and the Tragedians), historians (Herodotus, Plutarch, and Thucydides), and other documents of historic import. At all times, we will try to see Greek history through the eyes of those who witnessed it. There will be one midterm, a short paper, and a final examination.

History 325- Late Antiquity**Williams****T/Th 09350-1050**

Political, social, economic, and cultural history of the Mediterranean world from the 4th to the 8th centuries C.E. Roman Empire and its early Greek, German, and Arabic-speaking successor states.

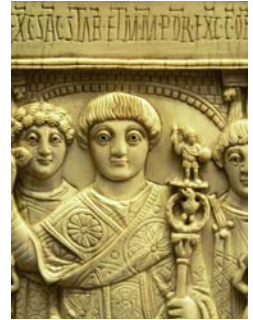


History 328- The Early Church to 313**Williams****T/Th 1235-1350**

Christian Church from its beginnings to the conversion of Constantine. Quest for the historical Jesus; Orthodoxy and Gnosticism; development of worship; the Apologists; the phenomenon of martyrdom.

History 336- The Reformation**Lisy-Wagner****MWF 1010-1100**

On Halloween 1517, Martin Luther posted 95 Theses on the door to the Wittenberg Cathedral, calling for a public debate about the Church's practice of selling indulgences. He intended it to be more like a poster for a group meeting than a call to revolution (or so he claimed!), but it became the first shot in a war that would splinter the Catholic Church into a dizzying number of confessions. The first part of the course will center on Luther's rebellion, looking in-depth at his thought and life, his predecessors and successors, and how his thought did or did not translate into action. We will then expand out from this tight focus to look at other types of religious reformations in this century - including Calvinist, Anabaptist, and Catholic reform.

**European History Since 1500****History 344- Nineteenth Century Europe****Kerr****Th 1610-1855**

This course will look at the eighteenth century in Europe from a variety of perspectives. We will use a basic political narrative to create a structure alongside which to discuss readings and topics in the economic, intellectual, social, and cultural life of this period in Europe. Among our reading topics, we will discuss pirates, exploration and encounters, fairy tales, religious tolerance, early feminism, and the Enlightenment.

History 385- The Russian Revolution**D'Agostino****T 1900-2145**

A survey of the history of Soviet Russia, 1917 - 1945. The course attempts to explain three broad changes in Russian life in the twentieth century: the Bolsheviks' rise to power during World War One, the transformation of the early Soviet power into the regime of Stalin, and the ironies of Soviet victory in world war two. We consider the domestic and international dilemmas of the tsardom and the strains of modernizing old Russia. We distinguish the Bolsheviks and other radicals from their western counterparts. We look closely at the dynamics of the revolutionary year, 1917. We chart the process of Stalin gathering up the power and defeating Hitler—and lastly we consider Gorbachev letting it go.

Lectures, discussions, and films. Texts include: D'Agostino, *Russian Revolution*;

R. V. Daniels, *Red October*



History 389- European International History 1848-1918

D'Agostino

T/Th 1410-1525



A survey of the international relations of the major European powers, including an examination of nationalist and internationalist ideas, from the revolutions of 1848 to the end of World War One. Close study of the diplomacy of Imperialism and notions of the Balance of Power. We review the growth of cultural and political nationalism from innocent beginnings to a later development into aggressive and racist totalitarianism. We take note of various competing models of internationalism as preached by Marxists, anarchists, and free traders. The course ends by describing the paroxysm of imperial rivalry that led to World War One. Texts include: Paul Kennedy, *Rise and Fall of the Great Powers*; Peter Paret (ed.), *Makers of Modern Strategy*; E. J. Hobsbawm, *Age of Imperialism*; and Henry Kissinger, *Diplomacy*.

History 400- History of Modern European Imperialism

Getz

T/Th 1100-1215



History 400 is a class about 19th and 20th century imperialism. Loosely defined, imperialism centers around the act of political subjugation of one peoples by another. However, imperialism by definition never entails complete assimilation culturally, economically, or (it turns out) politically. Thus it is more a give-and-take relationship than total domination; resistance to and subversion of the imperial mission is commonplace. This class is about conquest and domination, but it is also about gender, race, class, and culture. We will discuss 'imperialism' as an internalized ideology amongst Europeans and to a lesser extent American and Japanese societies. We will

also look at imperialism's partner colonialism in terms of the relationship between metropole and colony. The first part of this class will center upon a discussion of the origins and context from which modern imperialism arose. We will then look closely at the reasons for, and events of, imperial expansion. We will spend much of this course seeking to understand the reciprocity of the colonial relationship, as well as its ultimate oppression, and finally we will look at decolonization, and ask whether colonialism has actually met its end.

Courses in United States History

History 420-American Colonial History

Longmore

MWF 1310-1400



This course examines the historical processes of colonial empire, by focusing on the region historians refer to as Colonial British America. It compares the development of that imperial sector with other contemporaneous European colonial empires established in the Americas. Instead of recounting explorers and wars, the course analyzes the cultural systems involved in conquest and colonization. The course considers not only the policies and programs instituted by imperial leaders, but also the ways in which, from the 15th

through the 18th centuries, millions of ordinary people -- Native-Americans, Europeans and Euro-Americans, and Africans and African-Americans -- came into contact in the North Atlantic basin and drew upon their previous experience to fashion new patterns of social organization, economic activity, religious practice, familial and gender relations, and politics and governance. We will trace the development during this era of the characteristic features of American regional cultures and the distinctive themes of the long-term American historical experience. During the third quarter of the 18th century, the British imperial system became increasingly dysfunctional and, within a short time, broke apart as the North-American British colonial societies redefined themselves as a new nation, the United States of America. The course will conclude with an analysis of how empires disintegrate, how colonialism often gives rise to nationalism.

History 424 History of the United States, 1827-1877**Sigmon****T/Th 1100-1215**

In the period between 1827 and 1877, the United States experienced massive and fundamental changes. This course will focus on the nature and implications of the transformation of American society in the nineteenth century: the market revolution and onset of industrialization, the creation and realignment of political parties, new patterns in family and sex roles, the impact of religion and reform movements, westward expansion and the growing sectional crisis, the changing role of government in the midst of a brutal war, the end of slavery and the creation of new systems of exploitation and race relations.

**History 427- History of the United States since 1916-1945****Kearns****MWF 1010-1100**

U.S. history from 1916 to 1945: politics of the New Era and New Deal; involvement in two world wars and its domestic impact; changing social, economic, and intellectual patterns. –Bulletin Description. Please contact instructor for detailed course description.

**History 428- History of the United States since 1945****Holmes****MWF 1010-1100**

U.S. history since 1945: politics, foreign policy and changing social, economic, and intellectual patterns. –Bulletin Description. Please contact instructor for detailed course description.

**History 449- American Jewish History****College****MWF 1010-1100**

Jewish history from 1650 to present. Central theme is the encounter of traditional ethnic and religious minority with modernity. Topics: emancipation, anti-Semitism, immigration, Zionism, Israel, America, Holocaust.–Bulletin Description. Please contact instructor for detailed course description.



History 450- History of California

Sections: 1- Leikin, T/Th 1210-1300; 2- Dreyfus, MWF 1410-1500; 3- Swanson, T/Th 1235-1350; 4- Sigmon Th 1610-1855



History 450 covers the history of California from the period preceding Spanish colonization to the present. While particular topics vary from section to section, most sections treat the following- the consequences of the Native American/European contact, the making of Hispanic California, the Gold Rush, the ultimate rise of American dominance, and California's role in the twentieth-century U.S. history. The course addresses the characteristic social, economic and political patterns that define the state, and examines conflict and accommodation between Californians on the basis of race, ethnicity class and gender. Most sections employ a text and supplementary readings, and all require written work. [History 450 satisfies the California state and local government requirement].

History 463- History of La Raza in the United States

Sections: 1- MW 0935-1050 ; 2- T/Th Quinonez, 1100-1215 ;

Raza history from pre-colonial to contemporary times. Social, cultural, political, and economic heritage of La Raza and their contributions to American society. –Bulletin Description. Please contact instructor for detailed course description.

**History 464- U.S. Ethnic and Racial Relations to 1890**

Leikin

W 1900-2145

Historical perspectives on the experience of Amerindians, African-Americans, Irish Catholics, Chinese, and other minority groups within the United States to 1890. –Modified Bulletin Description. Please contact instructor for detailed course description.

**History 466- History of U.S. People of Color**

Ferreira

MWF 1110-1200



History of the U.S. people of color, their experience in the development of American society, from 1600s to present. Consequences of domination and racism in thwarting economic interests, and responses to limiting institutional arrangements.–Bulletin

Description. Please contact instructor for detailed course description.

History 467- Women in the U.S. to 1890

Field

W 1610-1855

History of the changing social, economic, political, and intellectual life of women in the U.S., from pre-Columbian times to 1890. –Bulletin Description. Please contact instructor for detailed course description.



History 469- U.S. Childhoods Past and Present**Corea****Th 1610-1855****AT CAÑADA COLLEGE**

This course explores the ways in which both the social-construction and the experiences of childhood have changed over time in the United States. We will examine class and cultural differences, as well as the impact of transformations in gender roles and family structures. We will also study the evolution of social policy related to children and families. We will focus primarily on the 19th and 20th centuries.

**History 470- The U.S. Constitution to 1877****Waldrep****T/Th 1230-1350**

History 470 surveys U.S. Constitutional history from its roots in England through the Reconstruction period. The emphasis is on the work of historians: analysis of original documents and writing about those data. Students will examine primary source documents, write two out-of-class essays and complete three in-class essay exams.

**History 476- U.S. Environmental History****Dreyfus****MWF 1110-1200**

This course examines the history of Americans' interactions with the physical environment of the current United States from the European colonial period to the present. We will address a number of inter-related questions. How have natural environments established parameters for human economic and social activity? How have human beings interpreted and then reshaped their environmental surroundings in an effort to satisfy their perceived needs? How have different groups of human occupants of American soil interacted in their quest to manage, control and distribute the resources of the land? What impact has "race" and gender exerted on perceptions of our place in and relationship to the non-human environment? Students will have an opportunity to answer these questions through exposure to some of the best current literature in the field, and will additionally have a chance to consider some of the philosophical and political issues surrounding resource use

as the class studies the views of advocates such as John Muir and Aldo Leopold, as well as late-twentieth century environmentalism and government policy.

History 480- Thought & Culture in America**Corea****T/Th 0935-1050**

In this lecture/discussion course on thought and culture from colonial times to the 1990s a multiplicity of cultural trends and movements are explored. Ideas are considered in the various contexts, material as well as personal, social and political, in which they were developed and acted upon.

History 482- Religion in America

Taylor**MWF 1210-1300**

American religion, from colonial times to the present. Changing relations between religious thought and institutions. The range and variety of forms of religious expression in an increasingly urbanized, industrialized, and organized multicultural society. – Bulletin Description. Please contact instructor for detailed course description.

History 489- Dynamics of the American City

Sections: 1- Staff, MW 0935-1050; 2- Silverman, T 1900-2145

Baseball has often been viewed as a symbol of American culture, values, and society. Utilizing novels with baseball themes and historical studies of the national pastime, this course will examine American life as it is revealed through baseball. Readings will include five to six novels and four to six history texts.

**World History- Latin America****History 500- Colonial Latin America**

Peard



movements for independence.

T/Th 1410-1525

This course covers the colonial history of Latin America from the late fifteenth century through the Independence movements of the early nineteenth century. We will look briefly at pre-Columbian civilizations and Iberia before its westward expansion, at the colonization and settlement of America, and at indigenous resistance. We will analyze the economy and society of mature colonies and their linkages to an emerging world system. Finally, we will look at the broad reorientations of the eighteenth century, which unleashed the

History 524- History of Mexico

Oñate



society, the peculiar nature of Mexico's "one party democracy," and the exhaustion of such a system by the year 2000, are the main themes in the second half of the course.

MWF 1310-1400

Students will examine selected themes in Mexican politics, economics, and culture from the Spanish conquest in 1521 to the present. Initially, we will focus on the blending of Spanish and Indian civilizations and the emergence of a Mexican identity from its colonial period. Students will then explore the process of nation-building after independence in the 19th century, and assess agrarian conflict and revolution in the 20th century. The state's ascent as the dominant force in

History 528- History of Brazil**Peard****T/Th 1100-1215**

This course examines the history of Brazil from colonial times to the present. The first part of the course focuses on such formative colonial institutions as the sugar plantation, slavery, and the patriarchal family. In the second part of the course we look at the Brazilian Empire in the nineteenth-century, especially at the process of modernization from the 1870s on. In the final part of the course we look at selected topics of the twentieth-century.

**History 550- Social Change in Modern Latin America****Oñate****MWF 1110-1200**

In History/Social Science 550 we shall explore major new developments in Latin American history: the transition from societies that were traditional, rural, largely agricultural, and had authoritarian governments, to modern, industrial, urban nations, which, since about 1985, have dismantled public sectors, opened up their economies, and moved toward different forms of liberal democracy. As far as possible, each region or country is treated in the same fashion, with the idea that students will be able to analyze similarities

and differences in the processes of political and socio-economic change, and move on with reasonable facility to make frequent and wide-ranging comparative evaluations. This course includes lectures, discussions, and visual materials.

World History- Asia**History 578- History of Japan****Collins****MWF 1310-1400**

The early cultural borrowings from China; the crystallization of feudal society; and the evolution of modern Japan since the Meiji restoration in 1868. –Bulletin Description. Please contact instructor for detailed course description.

History 584- History of the Indian Subcontinent**Chekuri****M 1610-1855**

This course is a critical introduction to select topics on the history of British colonial rule in India. We will examine how the colonial encounter between Britain and India shaped modern Indian society and politics (and Britain). We will ask how colonialism shaped ideas about law, economy, gender, religion, culture, nationalism.

The course is based on lectures, discussions, and student presentations. That means you, the student, will participate actively by critically engaging with the assigned readings and participating in class discussions. We will also view videos and films to enhance our discussions on particular topics.

**World History- Other**

History 604- Islamic World I- To 1500**Behrooz****T 1610-1855**

This is a study of Islamic civilization, culture and history from 500 to 1700 CE. The course assumes no prior knowledge of Islam or Middle Eastern history. The course emphasizes on a core region of the Islamic world (the area between Nile and Oxus rivers). The first part of the course begins with an investigation of the pre-Islamic world and goes on to survey the rise of Islam as a religion and empire. Next, the golden age of Islamic civilization, covering the Umayyad Empire (centered in Damascus) and the Abbasid Empire (centered in Baghdad), will be covered. The second half of the course will examine the Islamic civilization from the decline of the Abbasid Empire (950 CE) through the establishment of regional empires, the Crusades, the Mongol invasion and the emergence of the "gun-powder empires." The course will pay special attention to cultural and religious development in the Islamic world, as well as political changes. Students will be able to discuss and analyze the rise of Islam both as religion and civilization. Students will examine ethnic, linguistic, and religious diversities of the Islamic civilization.

**History 610- History of Africa****Getz****T/Th 1235-1350**

This is a beginner's course focusing substantially on the major trends of African history prior to the integration of much of the continent into the Atlantic World. Students taking this course develop awareness, appreciation, and understanding of the historical African artistic, cultural and social experience, values, and contributions. However, the focus will be on the settling of the continent by cultivating and pastoral African peoples, and the subsequent development of states and sophisticated societies. The dual themes of the course are concentration on the critical contributions made by African peoples to world events, and the development of African societies in order to overcome substantial environmental challenges. Recent research into the role of African women is analyzed throughout the course. There is a multimedia approach including films, slides, recordings, classroom simulations, student presentations, novels, and poetry in an attempt to address the 'African voice.' Future teachers: This course gives the background in African history required by the new Social Studies framework developed by the State Board of Education. History 610 meets GE requirements under Segment III.

Undergraduate Proseminar Courses- Required for All history majors**History 640.01- The Roman Empire****Hoffman****W 1610-1855**

This will be a research seminar which will explore various aspects of the Roman Empire from the accession of Tiberius to the death of Trajan, a period of approximately one hundred years. During this period the patterns of empire were established and a new kind of civilization emerged. But the history of this period is not without its myths and controversies, many of them propagated by Hollywood, HBO, and even PBS, with its series I, Claudius: Did Nero really fiddle while Rome burned? Were the Romans cruel people who threw hundreds of hapless victims to hungry lions? In order to understand the nature and development of the Roman Empire over this period, the seminar is constructed around a twin emphasis: (1) the process and problems of historical reconstruction and explanation, especially considering the nature of the source materials that have survived; and (2) an examination of the basic structures of the Roman Empire from the Princeps and Senate to society and the family.

During the first part of the semester we will focus on a common set of readings of primary and secondary sources for weekly discussions; in these early weeks, the members of the seminar will produce two five page papers on specific topics in Roman history. You will spend the remainder of the seminar on your own historical research project on any aspect of the period producing a 20 to 30 page research paper. This proseminar is open to all history majors who have completed History 300. No previous course in Roman history or languages are prerequisite to this course.

History 642.01- Law and Society**Waldrep****T 1610-1855**

This seminar will focus on an episode from San Francisco's past. Months after the 1906 earthquake, San Francisco segregated its schools, creating an "Oriental School" for Asian students. Japanese students, parents, and their government protested. A diplomatic incident ensued as did a constitutional crisis as the federal government tried to force San Francisco to desegregate by suing the schools. Students will read available secondary sources but the bulk of the classtime will be devoted to exploring primary sources available in Bay Area archives, chiefly at the San Francisco Public Library and the National Archives at San Bruno. Students will write brief reports on their research, make oral presentations to the seminar, and prepare a final twenty-page research paper.

**History 642.02- California in the Great Depression****Cherny****Th 1610-1855**

California boomed in the 1920s. People poured into the Golden State, attracted by high-paying jobs, perpetual sunshine, and Hollywood glamour. The state's economy ran at full throttle, fueled by agriculture, oil, films, and manufacturing. Then the economy sputtered in 1929 and seemed to die in the years that followed. Unemployment soared and companies declared bankruptcy. The "California Dream" seemed on the verge of becoming a nightmare. Though Democrats took charge of the federal government in 1933 and began to enact the New Deal, California remained Republican and conservative until 1939. By 1934, however, various movements began to challenge the status quo--strikes by farm workers, a long maritime strike that affected all the state's ports and that produced a brief general strike in San Francisco, an upheaval within the state Democratic party, and more. Right-wing groups also mobilized, led by business groups and the American Legion. Throughout the 1930s, California was a site of economic and political conflict between business and unions, between the political left and right. After some general readings and discussions about the work of historians on the 1930s and on California during the 1930s, each student will develop a research project on some aspect of California's history during that decade. Among possible topics: the farm strikes, the 1934 maritime and general strikes, state politics, city politics. More possibilities: Hollywood's response to the depression, WPA art projects, changing ethnic patterns, the transformation of San Francisco State Teachers College to San Francisco State College.

**History 644.1- Latin America and the World Economy****Oñate****M 1610-1855**

History 644 is a pro-seminar designed to examine the place of Latin America in the international economic and political system and its evolution from about 1820 to the present. The course explores how international trade and capital intersect with the processes of nation building in selected countries in the region.

Students will focus on two lines of argument: first, identifying some of the texts and authors that have contributed to defining each country's identity and culture; and second, how relations between Latin American republics and other areas of the world (Europe, the US, and Africa) influenced the forging of national identities in each country. Intellectual movements, and the works of some of the most influential Latin American writers, will be discussed in the context of the republics' integration into the world economy.

Special Course in History

History 675- Emma Goldman
Staff

T 1610-1855

Courses for the History Honors Major

History 697- Honors Thesis
Hoffman

TBA

Tutorial leading to an honors project or thesis based on intensive study of a topic or problem. Topic to be determined by student and faculty member selected by the student.



History 698- Directed Reading in History
Hoffman

TBA

Directed reading in selected areas of history under the supervision of a faculty member.

Courses by Individual Study

*Undergraduate students should enroll in the 6** courses, Graduate students should enroll in the 8**.*

History 680/880- Archives/ History Internship,
Mabalon

TBA

An internship represents an unusual opportunity to earn credit by working at some off-campus site dedicated to the preservation of historic artifacts or documents. Students might work in an archive, learning the various elements of the work there in organizing papers or photographs, preserving documents, and making such articles available to researchers. Students might choose instead to work with an agency for historical preservation, learning the various elements involved in preserving or restoring buildings or artifacts, researching their history, and using them to inform the public. Among the agencies where the student might work are the Labor Archives (on campus), the local branch of the National Archives, the Maritime Museum, or the Heritage Foundation. Each internship will be separately arranged and every effort will be made to match your interests with an appropriate site for the development of those interests. Students taking History 680/880 for the first time should register for four units. May be taken for 3 or 4 units.

History 690/890- Editing and Publishing the History Journal
Waldrep

TBA

Supervised experience in editing and production of an annual journal of research done by SFSU students. Not applicable to major or minor fields within history majors. No more than a combined total of eight units may be earned in History 690 and 890. Credit/no credit grades only. May be taken for 1 to 4 units.

History 699/899- Special Study**Arranged****TBA**

Supervised study of a particular problem selected by the student. A petition for Special Study and an add form must be signed by the instructor and turned into the history department office before the student can register for the course. A petition for Special Study that clearly outlines learning objectives and methods as well as evaluation of learning objectives must be completed and signed by the course instructor, student's faculty advisor, and the History Department Chair before a student may enroll in this course. May be taken for 1 to 4 units.

Graduate History Courses**General Courses for the Graduate Study of History****History 700- History as a Field of Knowledge****Getz, Th 1610-1855**

This course is a survey of recent trends in the research and writing of professional historians, with particular focus on the changes in methods, concepts, and techniques since World War II. The seminar will feature intensive critical analysis of recently published books and articles in the fields of European, United States, Latin American, Asian and African history, as well as Gender in History. The course provides an opportunity to utilize the skills associated with the professional practice of History. Students can expect to gain experience in writing critical book reviews and analytical historiographic essays. Students can also expect to gain experience in preparing and delivering class presentations.

**Area Seminars in Graduate History****History 710- Religion and Empire: Historiography in Late Antiquity****Williams****T 1900-2145**

Examines late antique historians, Christian and non-Christian, "orthodox" and "heretical," investigating the relation between religious conviction and explanations for politics and military affairs. Focus on depictions of emperors as loci for religiously-based evaluations of success and failure. Fourth through sixth century writers and works from Lactantius to Procopius and Agathias.

History 740- Origins of World War Two: Imperialism and Revolution

D'Agostino**Th 1900-2145**

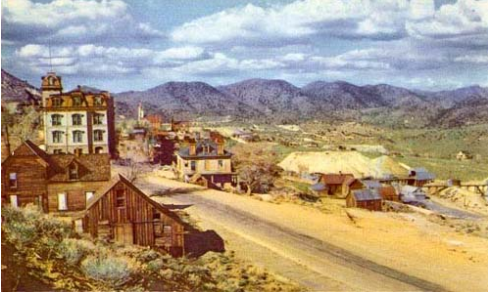
The seminar seeks to explore the politics of world war two as the culmination of a "scramble for the world" whose continuity can be traced back to the imperialist scrambles of the nineteenth century, the scramble for Africa, and later the scramble for concessions on the China coast. We want to ask whether world war two did not have, as some said at the time, some aspects of an imperialist war. This implies another look at strategy in terms of the defense of Suez and India, and a struggle for the oil of the Middle East and East Central Europe. We also have to consider the impact of Communism and even fascism as forces opposed to colonialism. Movements and personalities, the Mufti of Jerusalem, Rashid Ali, Subhas Chandra Bose, Mao Zedong, and others will be reviewed in this light. We are exploring the revolutionary forces unleashed by the war.

History 780- Culture and Society in Early America**Longmore****T 1610-1855**

During the past four decades, the field of Early American History has been transformed as scholars have adopted new methods, asked fresh questions, and explored previously neglected themes. Early Americanists have produced some of the most influential work in the new social history. Few areas of historical study have undergone such extensive or exciting changes. This course will explore the history of colonial America by examining the most important recent historiographical debates. We will investigate the relationship among slavery, race, and class in the development of the colonial societies. We will engage with works that use social science methods of demographic reconstruction to reinterpret the colonies' social development. We will explore the dynamic interplay among religion, politics, and society. We will look at the varied experiences of women in the colonial societies. Historical geography will enable us to trace the emergence of interconnected but distinctive sociocultural regions and political communities. It will also provide the conceptual tools to analyze the problems of empire-building, imperial expansion, and the historical processes by which imperialism and colonialism may beget nationalism. The objective of this course is not only to understand the history of the colonial era, but also to reflect critically on how historians do their work.

**History 790- The American West****Dreyfus****M 1610-1855**

This seminar will focus on the western United States during the first half of the twentieth century. Students will consider and discuss readings that approach the regional history of the trans-Mississippi West from a variety of perspectives, including environmental, ethnic, gender, labor and urban history. Students will develop an understanding of a range of ways to study the "West" and will apply their knowledge to a term paper based on primary sources in an area of personal interest. The class will concern itself with the following central questions: Why is there such a field as Western U.S. history at all? How do we define the West and where do we place it – in space, in time, or in the imagination?



History 850- Modernity and the Islamic World

Behrooz

W 1900-2145

This research graduate seminar examines the impact of Modernity on the Islamic World (Middle East and beyond) from the 1700s to the present. The course will take a comparative approach to various patterns in the Middle Eastern societies (nationalism, Islam, socialism, gender) attempting to implement, confront, learn, and adopt aspects of Modernity to Moslem societies. The goal is to find topic of interest, which is both focused and manageable, and develop it into a research paper.



Culminating Experience Courses for Graduate Students

History 896, Directed Reading in History

Loomis

TBA

Master's written examination. Students must consult with the Graduate Coordinator prior to enrolling for the exam. Students should consult with faculty members whose expertise is the subject area of the exam they are writing.

History 898, Master's Thesis

Loomis

TBA

Master's written thesis. Students must consult with the Graduate Coordinator and with instructors who will be on their graduate thesis committee. Students register for the Master's thesis with the Graduate Office on campus.