
Fall 2008
Course Description Catalog



History Department
San Francisco State University

Lower Division Courses

History 110- Western Civilization I (GE)

1. MWF 1010-1100 Rodriguez; 2. T/Th 1100-1215 Williams.

This course examines the development and shape of the Mediterranean Basin and Western Europe prior to A.D. 1500. We look at the values, ideals, and practices of men and women as expressed in history, literature, art, and institutions. Through an exploration of various cultures in times of both crisis and creation, we will learn something of the major influences that have helped to form our world of today.

History 111- Western Civilization II (GE)

MWF 0910-1000 Martin.

This course treats the development of thought, culture, and institutions in Europe from about 1500 to the present. Among the topics to be considered are the Renaissance, the reformation, the emergence of the nation state as a replacement for medieval kingdoms and empires, the Enlightenment, the French Revolution and the impact of Napoleon, the spread of European culture throughout the world as a result of imperialism in the eighteenth and nineteenth centuries, and the two great twentieth century wars that devastated Europe.

History 114- World History to 1500 (GE)

MWF 1310-1400 Hoffman.

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 BCE to circa 1500 CE. The social and intellectual aspects of culture will be emphasized.

History 115- World History since 1500

1. MWF 1210-1300 Chekuri; 2. T/Th 0935-1050 Behrooz; 3. MWF 1410-1500 Chekuri.

1500 CE 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- U.S. History thru Reconstruction (US)

1. MWF 0910-100 Germany; 2. T/Th 1410-1525 Sigmon; 3. T/Th 0935-1050 Sigmon; 4. T 1610-1855 Sigmon.

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- U.S. History since Reconstruction (US)

1. MWF 0810-0900 Arrieta;
2. MWF 1210-1300, Arrieta;
3. MWF 1310-1400 Germany;
4. W 1610-1855 Germany;
5. T/Th 1235-1350 Leikin;
6. MWF 1410-1500 Dreyfus;
7. T/Th 1410-1525 Cherny;
8. MWF 1110-1200 Germany.

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.

Upper Division Courses

History 300- Seminar in Historical Analysis

1. MWF 0910-1000 Hoffman; 2. MWF 1110-1200 Lisy-Wagner; 3. Th 1610-1855 Peard; 4. T/Th 1410-1525 Loomis; 5. T/Th 1100-1215 Cherny.

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 pre-critique 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.

Comparative History

History 0313- History of Love and Sexuality (GE)

MWF 0910-100 Lisy-Wagner.

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 different contexts - from different times, in different places, by different types of people. We will be looking at a variety of sources in order to examine what might be shared about this experience and what might be particular to certain times and places. Topics will include courtship, unions, sexual identity, pornography, and sex and religion.



History 317- Holocaust and Genocide (GE) MWF 1110-1215 Martin.

In this course we will focus on histories of genocide in the twentieth century and grapple with problems of defining "genocide." How and when do processes of mass murder begin? What are the first signs? How do they develop? Can they be prevented in the future? The international community's outcry "Never again!" after the horrors of the Holocaust proved to be an empty phrase; genocidal events continue into the twenty-first century. How are populations stigmatized in terms of race, ethnicity/religion, gender, and class? What forms of resistance have been effective in rescue and survival? We will explore historical, socioeconomic, and psychological causal agents and



discuss critical essays, literary eyewitness accounts, films, and presentations by guest speakers. You will become familiar with genocidal events, affecting Native Americans, Africans (such as the Hereros and Darfurians), Armenians, Jews, Sinti and Roma, Ukrainians, Cambodians, and Bosnians, among many others. Key requirements for this course are your active participation and preparation; co-facilitation of class discussions based on weekly readings; and a thoughtful analysis of videotaped Holocaust survivor testimony. Also offered as JS 317.

History 632- Jewish History to 1650 (GE) T/Th 1235-1350 Astren.

Jewish history from the sixth century B.C.E. to the rise of European modernity. Politics, culture, and religion under empires of Persia, Hellenism, and Rome, and in medieval diasporas of Europe and lands of Islam.

European History to 1500

History 0322- The Roman Republic MWF 1110-1200 Hoffman.

Rome was something of a latecomer to the ancient world: the City began as a meager collection of mud huts above the Tiber River centuries after great civilizations had come and gone. Yet this city and its civilization were destined to outlive both its Etruscan and its Latin neighbors, eventually spreading throughout the entire Mediterranean world. This course will trace the history of Rome and Roman civilization through various vicissitudes from Romulus and Remus to the Caesar's crossing of the Rubicon and collapse of the Republic itself. We will examine the Etruscans, the



evolution of Roman republican institutions, the political expansion of Rome in Italy and the Mediterranean, the

Hellenization of Roman culture, the internal social and political crises that plagued the late Republic, and the Golden Age of Caesar and Cicero. We will attempt as much as possible to view Rome through the eyes of some of its greatest writers, like Livy, Cicero, Sallust, and Plutarch. There will be a mid-term exam, a short paper based on class readings, and a final examination.

History 0325- Late Antiquity T/Th 1235-1350 Williams.

Political, social, economic, and cultural history of the Mediterranean world from the 3rd to the 6th centuries C.E.

History 0328- Early Church To 313 (GE) Th 1610-1855 Williams.

This course covers the Christian Church from its beginnings to the First Council of Constantinople, 381. Religious, cultural, and institutional history of early Christianities in their Jewish and Greco-Roman contexts.

History 0331- The High Middle Ages (GE) MWF 1210-1300 Rodriguez.

Using original source as well as modern scholarship, students will learn about European life and thought from the years 1000 to 1500. The course will be a combination of lectures and discussions on primary sources that will range from the Letters of Abelard and Heloise to Jean de Joinville's Life of Saint Louis to archival sources such as records of the Inquisition. The aim is to provide the student with a solid foundation in High Medieval European politics, laws, culture, society, and daily practices. Students will participate in class discussions, take 2 exams and complete a 10 page research paper based on original sources.



History 0336- The Reformation (GE) MWF 1310-1400 Lisy-Wagner.

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 342- Europe and the French Revolution(GE) T/Th 1100-1215 Curtis.

The French Revolution remains one of the most important events in world history, a catalyst for change throughout Europe and beyond. When asked what its impact had been,



in 1972 Chinese premier Zhou En-lai reportedly replied “It’s too soon to tell.” In this course, we will examine the late eighteenth-century origins of the revolutionary outburst, the events of the Revolution itself, and its impact on Europe.

Special attention will be paid to women’s role in the Revolution and the revolt of African slaves in the French colony of St-

Domingue, which became independent (as Haiti) in 1804. Finally, in the last weeks of the course, we will consider the rise to power of Napoleon and the French conquest of Europe until his downfall in 1815.

History 346- Recent European History (GE) MWF 1410-1500 Martin.

Western Europe since the eve of World War I; political and social problems originating in the conditions of the interwar period and World War II.

History 347- Women in Modern Europe T/Th 1410-1525 Curtis.

This course surveys the history of European women from the Enlightenment to the present. In addition to restoring women’s voices to history, we will examine well-known historical events from the perspective of women’s history and uncover the historical roots of issues and debates still informing the lives of European women. Topics to be considered will include: Mary Wollstonecraft and the rights of women, women during the French Revolution, domesticity of the nineteenth century, women and imperialism, the “new woman,” the suffragette movement, the role of women during the two world wars, gender and fascism, and postwar feminism.

History 385- The Russian Revolution (GE) T 1610-1855 D’Agostino.

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 Intntl. History 1918-1945 (GE) T/Th 1235-1350 D’Agostino.

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.

United States History

History 418- Society & Politics in American History T 1610-1855 Leikin.

Rebels, Resisters and Reformers. This course will examine several instances of rebellion, resistance and reform in American History. Possible subjects include Bacon's Rebellion, the American Revolution, Shay's Rebellion, Denmark Vessey's Conspiracy, William Lloyd Garrison and the immediate abolitionists, the Knights of Labor, the Seattle General Strike of 1919, the IWW, socialism and communism during the 1930s, the formation of the CIO, the Civil Rights Movement, anti-war movements and the Feminist Movement. Each subject will be explored as a historiographical problem with in depth reading of a variety of historians. The class format will include both lectures and discussion. Three papers and a final exam will be required.

History 426- U.S. History 1877-1976 (GE) T 1900-2145 R. Cherny.

In History 426, we shall explore the transition from a nation that was largely agricultural, rural, and relatively ethnically homogeneous to one that was industrial, urban, and ethnically diverse. During the first half of the semester, we shall look at the various forces of change (industrialization, urbanization, and immigration) and at the ways that people responded including analysis by class, ethnicity (including race), and gender. During the second half of the semester, we shall examine the impact of social and economic change on the political system, including the role of the U.S. in world affairs, and cultural expression.

History 449- American Jewish History MW 1610-1725 Rosenzweig.

American Jewish History from 1654 to the present. Traces social, political, religious and economic history of Jews in colonial America and the United States. Topics: influence of government, immigration, religion, anti-Semitism, regionalism, acculturation.



History 450- California History (GE, CA)

1. T/Th 12350-1350 Sigmon; 2. T 1900-2145 Sigmon; 3
3. T/Th 1235-1350 Tygiel.

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. [Please consult with an advisor to determine whether or not you need this course to meet the California State & Government requirement].

History 460-U.S. Foreign Relations to 1913 T/Th 0935-1050 Elkind

This course explores the transformation of American foreign relations from the revolutionary period until the eve of World War I. The topics and readings will focus on territorial expansion to the Pacific Ocean; American relations with European powers; US involvement in Latin America, Asia and Africa; cultural and economic diplomacy; and the creation of an overseas empire. The course will encourage students to take a broad view of the history of American involvement in the world prior to 1913, as we examine unofficial cultural interactions and the role of non-state actors in international relations as well as more traditional high-level diplomacy.

History 463-History of La Raza in the U.S. (U.S.)

1. T/Th 1100-1215 Almaguer;
2. T/Th 1235-1350 Almaguer.

Raza history from pre-colonial to contemporary times. Social, cultural, political, and economic heritage of Raza and their contributions to American society.

History 464- History of U.S. Ethnic & Race Relations to 1890 (GE) Th 1610-1855 Mabalon.

This course focuses on the history of race and ethnicity in the United States from the colonial period to the present. This course begins with the Indian-white contact in the West and on the East Coast and the origins of slavery in the seventeenth century, and concludes with European and Asian immigration and exclusion and ideas about race in the late nineteenth century. In this course, we will explore how race, racialization, and ethnicity was constructed and experienced by different groups at significant points in American history, with added emphases on labor, gender and class. Each week, we will analyze, compare, and contrast the treatment and experiences of Native Americans, European Americans, African Americans, Asian Americans and Latinas/os, as well as explore their complex interactions and interracial and interethnic relations. Students will, at the end of the course, be able to identify and discuss key historical and contemporary issues facing several racial/ethnic groups in the United States, understand how race, class, and gender are historically specific and contingent categories, and contextualize their own racial/ethnic experiences within U.S. history. This course consists of lectures, films, and in-depth instructor- and student-led discussions. This course fulfills the Segment III GE requirement.



History 466- History of U.S. People of Color (U.S.) MWF 1110-1200 Ferreira.

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.

History 467- Women in the U.S. to 1890 MWF 1310-1400 Katz.

American women differ by race, class, ethnicity, age, culture, sexual orientation, and family situation. Yet gender remains a significant category for historical study. This course examines the histories of women in the United States from pre-Columbian times to 1890. The course also explores the ways in which gender ideology has changed over time, and through this process, enables students to think about the ways in which ideas about gender have been socially-constructed (not biologically determined). We will analyze the many factors that reshaped both gender ideology and women's lived experiences, including the influences of women's social and political movements. Finally, the course introduces students to the methodologies of women's history and to the often hidden ways that gender has shaped many aspects of the American past. Course requirements include a willingness to engage in some exciting reading, to participate in class discussions, and to write two medium length take-home essays on the course materials and a book review on a monograph related to the course.

History 470- U.S. Constitution to 1877 T/Th 1100-1215 Waldrep.

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 473- Unfree Labor in the Early U.S. MWF 1310-1400 Sheppard-Wolf.

Before the ascendancy of capitalism in America, a large proportion-in many places the majority-of people labored as unfree workers: servants, apprentices, and slaves. These forms of labor shared important features but also differed in significant ways. This lecture-discussion course examines

and compares various forms of unfree labor in early America from the colonial period to the American Civil War, tracing change over time and investigating the relationship among economic systems, ideology, and social relations. The course ends with the triumph of free labor over bonded labor in the nineteenth century. Issues of power, race, and gender, which were intimately tied to labor, figure largely in our investigation. Assignments include participation in class discussions, two papers, several quizzes, a midterm exam, and a final exam.



History 489- Dynamics of the U.S. City (GE) 1. MW 1110-1215 Day; 2. Th 1610-1855 Silverman .

Historical development and contemporary condition of urban America, city planning, federal-city relations; dynamics of urban policy making; class, gender, race and ethnicity in urban America.

History 490- History of Violence in the U.S. T 1610-1855 Waldrep.

This course looks at fatal personal violence in America: rioting and murder, not war. Students will examine the impact of violence on American life as well as academic and popular representations and perceptions of violence. Students will investigate an historical murder and write one out-of-class essay in addition to two in-class exams based on lectures and readings.



Latin America

History 500- Colonial Latin America (GE) T/Th 1100-1215 Peard.

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 movements for independence.

History 524- History of Mexico (GE) T/Th 0935-1050 Oñate.

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 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.



History 528- History of Brazil (GE) T/Th 1410-1525 Peard.

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 (GE) T 1610-1855 Oñate.

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.

Asia

History 569- Ancient Chinese Civilization(GE) MWF 1010-1100 Hsu

China is the oldest continuous civilization on earth. The purpose of the course is to trace the evolution of Chinese civilization from the Neolithic through the medieval periods, up to the end of the Tang dynasty, around 900. We will study the lives and thoughts of ancient Chinese philosophers, the establishment of the early Chinese empires, the founding of the Chinese historiographical tradition, the flowering of Buddhism in China, and the domestic and international politics at the formative stage of imperial China.

History 575- History of Women in China and Japan (GE) MWF 1210-1300 Hsu.

The purpose of this course is to study the social, cultural, political, and economic lives of women in China and Japan from the early modern to the contemporary times. Earlier history will also be referred to when relevant. We will address the issues of constraint and fulfillment, and look at the changing faces of Chinese and Japanese women in family, school, and work. This course is intended to be interdisciplinary. We will consult with historical as well as literary, religious, medical, anthropological, and sociological works, as we try to reconstruct the lives of women in China and Japan in recent centuries.





History 578- History of Japan(GE) MWF 1410-1500 Hsu.

Japan is an island country of modest geographic size and a late developer in world history, but today it has emerged as a giant in world economy and politics. Throughout its history Japan has borrowed first from China, then from the West; yet it has preserved its own cultural identity and has developed one of the most distinctive cultures in the world. This course traces the evolution of Japanese civilization from past to present. While we look at Japanese history

from all aspects--geographic, political, economic, social, cultural, and demographic--we pay special attention to Japan's cultural heritage, social structure, and international relationships through the ages.



South and Southeast Asia

History 584- History of the Indian Subcontinent MWF 1010-1100 Chekuri.

This course is a critical introduction to select topics on the history of British colonial rule in India between 1750s and 1940s. The history of British rule in India is important to understand contemporary Indian culture, sports, language, economy, and politics. We will ask how colonialism shaped

Indian courts and law, religion and nationalism, and culture and identity. 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. This course fulfills Segment III GE requirements (Asian Studies).



History 588- History of Southeast Asia T/Th 1410-1525 Elkind.

This course explores the history of Southeast Asia, which contains the diverse nations of Vietnam, Laos, Cambodia, Thailand, Burma, Malaysia, the Philippines, Indonesia, Brunei, Singapore, and East Timor. The topics and readings will provide students with a broad understanding of the region's history by focusing on major themes such as social and political organization, cross-cultural interactions and influences, religion and society, colonialism, and national revolutions. Students will also consider historical differences among the many diverse societies that comprise Southeast Asia and learn about how the regions' eleven nations came into existence. The course will encourage students to take a broad view of the history of Southeast Asia, as we examine religious, linguistic, artistic, and literary traditions in addition to politics, economics and culture.

Middle East

History 605- Islamic World II (GE) T/Th 1235-1350 Behrooz.

This course is a study of Islamic civilization (the Middle East), history, and culture from the 1700 to the present. It focuses on a core region (the area between Nile and Oxus rivers). Topics for the first part of the course include politics and society in the 18th and 19th centuries, the impact of European imperialism on the region's economy and culture, the response of regional (especially Ottoman) reform movements. Topics for the second half of the course include the transformation of empires into nation-states, the rise of Arab nationalism, Arab-Israeli conflict, and the history of Iran, particularly its two 20th century revolutions. The course also seeks to explain the rise of political Islam in light of its

historical context. Students will be able to identify the political and social forces that have contributed to the modern Middle East. Students will discuss and analyze the region in light of divergent processes toward modernity by comparing and contrasting a variety of roads to and choices about modernity in the Islamic world.



Proseminar-Europe

History 640.01- The Second World War Th 1610-1855 D'Agostino.

During the period between the two world wars, there was a sense that democracy and capitalism, at least as they had been understood at the time, were exhausted. The onset of the great depression and the end of the international gold standard meant for many that there would have to be some new and revolutionary wave of the future. Perhaps it was the European fascist dictators, or Soviet Communism, or the American New Deal. Perhaps the world would simply break up into blocs and each of these models could be pursued in isolation

form the rest of humanity. This seminar is designed to explore the various "solutions" offered by nationalist, imperialist,

fascist, Communist, and liberal ideas, including racist ideology, to the dilemmas of the period. The class is open to students from various fields and perspectives, European and non-European. Imaginative papers encouraged. Texts may include Martel, *Origins of the Second World War Reconsidered*, and Boyce and Maiolo, *Origins of the Second World War: The Debate Continues*.



History 632- See comparative history section

Proseminar-United States

History 642.01- Labor in the U.S. West W 1610-1855 Dreyfus.

This course will focus on the history of workers in the western United States from the late nineteenth to the mid-twentieth centuries. We will address the social development of the working class in the West as well as workers' on-going organizational efforts. We will examine any unique aspects of the western experience that may have shaped regional labor patterns. Students will consider the effects of migration, immigration, gender, race, and work processes on workers' lives, mentality and perceived options. Students should emerge with a framework for studying and understanding working class history in general, as well as its specific features in the context of the American West during the nation's most industrial age. The course will culminate in student presentations of their own research papers based largely on primary sources.



History 642.02- California in the Great Depression Th 1610-1855 Tygiel.

The topic of this Proseminar is California During the Great Depression (1929-1941). The Depression ravaged California as it did the rest of the nation, causing widespread unemployment and social unrest. The state witnessed some of the most dramatic and significant events of that decade: the violent struggles to organize farm workers; the 1934 San Francisco General Strike; Upton Sinclair's 1934 EPIC campaign; the rise of the Townsend Plan for old-age pensions; the spread of utopian and cooperative movements; the

deportation of Mexican workers; and the Okie migration. The 1930s, however, were not just a decade of strife, but one of great creativity as well. Federal New Deal programs like the WPA encouraged the arts and environmental development. The Depression produced a great and distinctive literature ranging from the novels of John Steinbeck to the hard-boiled detective fiction of Raymond Chandler. Photographer Dorothea Lange Pioneered a new form of documentary imaging. Hollywood continued to turn out movies. Professional and collegiate sports flourished in California. Los Angeles hosted the 1932 Olympics; San Francisco the Golden Gate International Exposition. Public works programs allowed the completion of major water projects, the Boulder Dam, and the Golden Gate and San Francisco/Oakland Bay Bridges.

History 642.03- U.S., Vietnam, & the War T 1610-1855 Elkind.

This proseminar will explore American involvement in Vietnam between 1945 and 1975, with particular emphasis on the intersections between diplomatic, political, social, and cultural history. We will consider US intervention from various perspectives, including high-level American and Vietnamese policy makers, as well as soldiers and civilians from North and South Vietnam and the United States. In addition to active participation in our class discussions, requirements for this course include weekly activities, a research paper, and an in-class presentation.



World

History 644.01- 100 Years of Latin American Writing T/Th 1235-1400 Oñate.

Please contact Dr. Abdiel Oñate at onate@sfsu.edu for the course description.

Using Computers for History Research

History 660- Computer Methods for History W 1610-1855 Tygiel.

This course introduces students to the ways that historians currently use computers for teaching, research, and communications. It offers valuable skills that may be used both

during one's academic career and on many jobs both within the field of history and the broader



world. Among the topics covered are: e-mail, searching the World Wide Web, creating bibliographies from on line resources, writing research papers from on-line archives, using outlining techniques to organize research notes, web page creation, and organizing courses using Internet resources. This course is highly recommended to both graduate and undergraduate students. History 660, in conjunction with History 661, fulfills the Auxiliary Skills requirement for Graduate and Honors students.

Courses for the History Honors Concentration

History 697- Honors Thesis Arranged, please contact R.Hoffman.

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 Arranged, please contact B. Loomis.

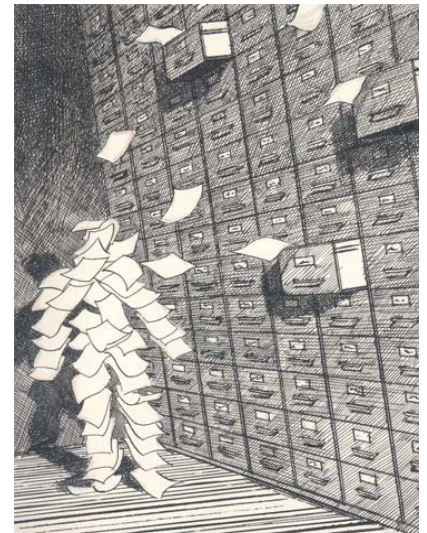
Directed reading in selected areas of history under the supervision of a faculty member.

Courses by Individual Study

History 680/880- Archives/History Internship Arranged, please contact D. Mabalon.

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.

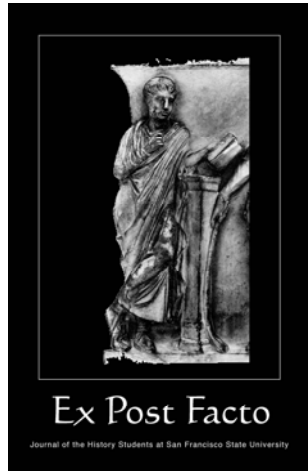
Among the agencies where the student might work are the Labor Archives (on campus), the local branch of the National Archives, the



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- Edit & Publish the History Journal Arranged, please contact C. Waldrep.

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 in History Arranged, please contact the faculty member you are interested in working with.

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 Courses

Core Courses

History 700- History as a Field of Knowledge M 1610-1855 E. Sheppard Wolf.

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

History 720- Imagining the Middle Ages M 1900-2145 Rodriguez.

The Middle Ages that we know and study today are not the Middle Ages as they actually happened. In the time that has elapsed between the end of the medieval period and our own age, the Middle Ages have been reshaped, reconstructed and



and reimagined—a process known as medievalism—for myriad reasons. Our goal in this course is to wipe away all the layers of myth, misinformation, anachronisms, and bias and arrive at a position where we are better able to understand the Middle Ages without all the historical sediment that has accumulated over the last five centuries. But just as much as the Middle Ages have been reshaped by our own prejudices, so too has the specter of the medieval past altered modernity. In the second half of the seminar, we will be looking at the impact that the Middle Ages have had on modern mass and popular

movements and learn to recognize just how central the Middle Ages are to modern culture.

History 740- Culture & Society in the Belle Epoque T 1900-2145 Curtis.

This graduate seminar will focus on European cultural and social history in the decades leading up to the outbreak of the First World War. On the surface, the Belle Epoque was a period of unparalleled European power, prosperity, and cultural creativity; underneath, Europeans experienced a mounting sense of crisis. We will examine both sides of this paradox through readings and discussion on such topics as the social impact of modernization, the “culture wars” over religion, the rise of mass culture, changing patterns of city life, the beginnings of modernism, the Freudian revolution, art nouveau, feminism and the “new woman,” and the cultural anxiety caused by impending war. Methodologically, we will explore the ways that cultural approaches to history can provide new insights in political, social, and intellectual history.



Readings will be located mainly in France with occasional excursions to Berlin and Vienna, but you will have an opportunity to pursue areas of particular interest through historiographical essays. In consultation with the instructor, you may use this seminar to fulfill the field requirement in Gender in History instead of Europe Since 1500.

History 780- Culture & Society in Early America T 1610-1855 Longmore.

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 study the role of gender in defining people's identities and social careers. Related to gender, but distinct from it as a subject of historical inquiry, 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- History of Race and Ethnicity in 20th Century U.S. W 1900-2145 Mabalon.

The history of race and ethnicity has become one of the most important fields in the history of the United States. Historians have produced some of the most important



works on race in the last 25 years, as new theoretical perspectives from ethnic studies, anthropology, sociology, and cultural studies has influenced the study of race and ethnicity in the United States.

Students will read overviews and monographs focusing on race, ethnicity, gender, class, and immigration in the United States in the 20th century. Students will pay special attention to historiography, methodology, and the writing of history. We will devote the first 2/3 of the course to discussing important books and articles in the study of race and ethnicity. In the last 1/3 of the course, students are required to write a 20-25 page research paper utilizing primary and secondary sources on any aspect of the history of race and ethnicity in the 20th century in the United States. To this end, students will meet with the professor, read and critique drafts of their classmates' work, and present progress reports to their classmates.

History 850- Modernity and the Islamic World Th 1610-1855 Behrooz.

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 a topic of interest, which is both focused and manageable, and develop it into a research paper.



Culminating Experience

History 896- Directed Reading in History Arranged, please contact R. Hoffman

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 Arranged, please contact B. Loomis

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.