

San Francisco State University, Department of History

Spring 2006  
~Course Description Booklet~



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## **HISTORY COURSES *that satisfy*** ***Graduation Requirements in* GENERAL EDUCATION**

History courses may be used to satisfy some University graduation requirements in General Education. History majors and minors may find it advantageous to take courses that will count both for University graduation requirements and for their major or minor.

**General Education:** The University permits students to count a maximum of 12 units of courses in both General Education and their majors. 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.

The Fall schedule includes the following History courses that satisfy various General Education requirements:

### **SEGMENT II COURSES: HUMANITIES & CREATIVE ARTS**

| <i>Course</i> | <i>Title</i>            | <i>Instructor</i> | <i>Days</i> | <i>Time</i> |
|---------------|-------------------------|-------------------|-------------|-------------|
| 110.1         | Western Civilization I  | Elliott           | MWF         | 1110-1200   |
| 111.1         | Western Civilization II | Jackson           | T/Th        | 1410-1525   |

### **SEGMENT II COURSES: BEHAVIORAL & SOCIAL SCIENCES**

| <i>Course</i> | <i>Title</i>             | <i>Instructor</i> | <i>Days</i> | <i>Time</i> |
|---------------|--------------------------|-------------------|-------------|-------------|
| 114.1         | World History to 1500    | Behrooz           | MWF         | 1010-1100   |
| 114.2         | World History to 1500    | Peard             | T/TH        | 1610-1855   |
| 115.1         | World History since 1500 | Chekuri           | MWF         | 0910-1000   |
| 115.2         | World History since 1500 | Onate             | T/Th        | 0935-1050   |

### **U.S. History Requirement**

While the U.S. History Requirement is not technically General Education, it is required of all students and is therefore listed here. The History Department offers 3 courses that meet the U.S. History Requirement:

- ❖ History 120, The History of the U.S. through Reconstruction
- ❖ History 121, The History of the U.S. since Reconstruction
- ❖ History 130, The History of the U.S. for Foreign Students

History 120 and 121 assume that the student has some background in U.S. History from attending secondary school. History 130 is intended for those students who did not attend secondary school in the U.S. and covers a broader range of topics. Schedule information is available on page 2 of the course booklet. Please consult the bulletin for courses outside of the department that may be used to meet the U.S. History requirement.

## SEGMENT III COURSES: GENERAL EDUCATION

The University permits students to count a maximum of two courses in both Segment III General Education and their majors. In choosing any General Education course, read the Bulletin carefully so that the course you choose will meet all aspects of the requirements. This is especially important with regard to Segment III, where students must choose a cluster and must follow requirements within clusters. If you are in doubt, consult a General Education advisor to be certain that the course you select will fulfill the requirement in question.

|   | Course | Title  | Instructor    | Days | Time      |
|---|--------|--|---------------|------|-----------|
|   | 317.1  | Holocaust and Genocide                       | Felstiner     | T    | 1610-1855 |
|   | 328.1  | Early Church to 1300                         | Kidner        | MWF  | 1210-1300 |
|   | 331.1  | The High Middle Ages                         | Rodriguez     | MWF  | 1210-1300 |
|   | 342.1  | Europe and the French Revolution             | Kinder        | MWF  | 1110-1200 |
|   | 346.1  | Recent European History                      | Jackson       | T/Th | 0935-1050 |
|   | 386.1  | Soviets, the West, and the Cold Ware         | D'Agostino    | Th   | 1610-1855 |
|   | 390.1  | European International History 1918-1945     | D'Agostino    | T/Th | 1410-1525 |
|   | 422.1  | Founding of the American Nation              | Sheppard-Wolf | MWF  | 1010-1100 |
|   | 424.1  | History of the U.S. 1827-1877                | Loomis        | MWF  | 1110-1200 |
| # | 450.1  | History Of California                        | Dreyfus       | MWF  | 1010-1100 |
| # | 450.2  | History Of California                        | Dreyfus       | MWF  | 1410-1500 |
| # | 450.3  | History Of California                        | Sigmon        | T/Th | 1100-1215 |
|   | 465.1  | U.S. Ethnic and Race Relations II: from 1890 | Mabalon       | T/Th | 0935-1050 |
|   | 469.1  | American Childhoods Past and Present         | Corea         | Th   | 1900-2145 |
|   | 489.1  | Dynamics Of The American City                | Day           | MW   | 1410-1525 |
|   | 489.2  | Dynamics Of The American City                | Pamuk         | Th   | 1610-1855 |
|   | 489.3  | Dynamics Of The American City                | McGovernn     | M    | 1900-2145 |
|   | 500.1  | Colonial Latin America                       | Peard         | T/Th | 1100-1215 |
|   | 520.1  | Central America and the Carribbean           | Onate         | Th   | 1610-1855 |
|   | 535.1  | Women in Latin America                       | Peard         | T/Th | 1410-1525 |
|   | 570.1  | Imperial China                               | Hsu           | MWF  | 1110-1200 |
|   | 571.1  | History of Modern China                      | Hsu           | MWF  | 1310-1400 |
|   | 605.1  | Islamic World II                             | Behrooz       | MWF  | 1310-1400 |
|   | 611.1  | Modern Africa                                | Getz          | T/Th | 1235-1350 |
|   | 633.1  | Jewish History: 1650-Present                 | Dollinger     | T/Th | 1100-1215 |

# Meets graduation requirements for state and local government: Consult Bulletin.

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# Undergraduate Courses in History

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## Lower Division Courses

Please note: If you are seeking to attain the competency waiver for entry into a single-subject credential program, you are required to take History 114 and History 115. *History 110 and History 111 will not be accepted as substitutes.*

## Western Civilization

### History 110—Western Civilization I

Elliott, MWF 1110-1200



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

Jackson, T/Th 1410-1525

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.

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## World History

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### History 114—World History to 1500

Sections: 1-Behrooz, MWF 101-1100; 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, MWF 0910-1000; 2- Oñate, T/Th 0935-1050

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.

# United States History

## U.S. History Courses

-History 120 and 121 meet the University's U.S. History Requirement-  
-Please Consult the Bulletin for details-

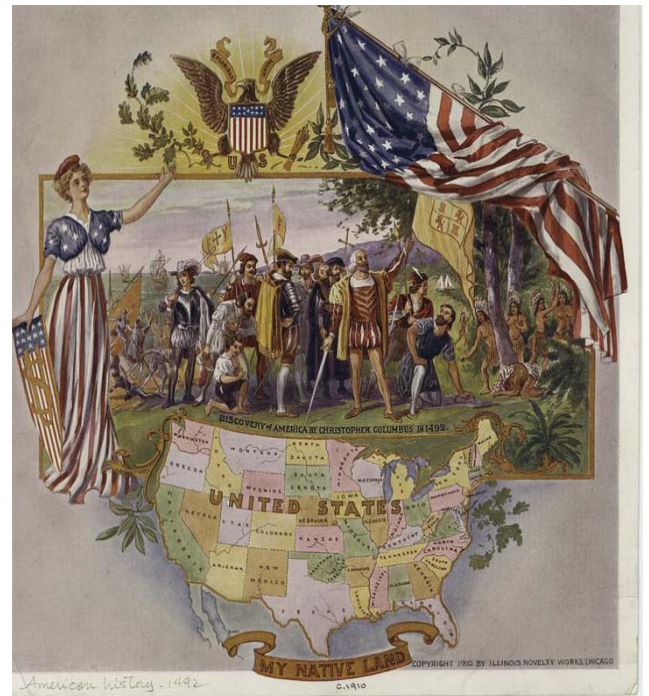


**History 120—History of US through Reconstruction**  
Sections: 1-Germany, MWF 0910-100; 2- Sheppard Wolf, MWF 1310-1400; 3- Leikin, T/Th 0935-1050; Sigmon, T/Th 1410-1525

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 US since Reconstruction**  
Sections- 1: Arrieta, MW 0810-0925; 2- Germany, MWF 1110-1200; 3- Germany, MWF 1310-1400; 4- Kidner, MWF 1410-1500; 5- Germany, MWF 1510-1600; 6- Sigmon, T/Th 0810-0925; 7- Leikin, T/Th 1100-1215; 8- Mabalon, T/Th 1235-1350; 9- Leikin, T 1900-2145

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.



## Historical Analysis



History 300—Seminar in Historical Analysis  
1-Loomis, M 1610-1855; 2-Curtis, T/Th 0935-1050;  
3-Waldrep, T 1610-1855; 4-Hsu, W 1610-1855

**Required of All History Majors and Minors, Prerequisite to Upper-Division Courses**

**History 300 introduces students to the concepts and methods of historical research and analysis; it is required of History majors and minors, and should be taken early to provide a base for taking other upper-division courses.**

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 317—Holocaust and Genocide  
Felstiner, T 1610-1855

*Can be used toward Segment III, see bulletin.*

This course will introduce the history of genocide, raising questions such as: How could monstrous genocidal events happen? What conditions allowed them? What attitudes towards race, gender, religion, and class, have made certain groups vulnerable to persecution? What systems of terror, co-optation, and deception have turned persecution into mass murder? What forms of resistance and rescue have developed? What political, moral, and psychological effects of past genocides persist today?

We will use essays, primary sources, testimonies, films, poetry, comics, for understanding events that have been called genocide, involving Native Americans, Africans, Armenians, Ukrainians, Jews, Roma/Sinti, Cambodians, and contemporary examples.



History 633—Jewish History 1650-Present  
Dollinger, T/Th 1100-1215

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.

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# European History to 1500

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## History 321—Hellenistic Greece

Hoffman, MWF 1010-1100

Greek history between the end of the Great Peloponnesian War and the coming of the Romans was both turbulent and rich: sculpture, poetry, philosophy, new cities, and empires flourished. Through his conquests, Alexander the Great transformed the Mediterranean World and changed the direction of Western History. The era of Plato and Aristotle, of the Ptolemies and Stoics, the Hellenistic period marked the spread of Greek civilization from Spain to India. This course will examine the political, cultural, and religious trends that made up the Hellenistic world from 400 to 146 B.C. As much as possible we will try to look at this world through the eyes of the participants

in it by reading the poets, historians, and documents of the time, and by looking at the art and architecture of the various regions touched by the Greeks. We will have a mid-term examination, a short paper, and a final examination.

## History 328—The Early Christian Church to 313

Kidner, MWF 1210-1300

A history of the Christian Church to the conversion of Constantine. A concentration on (a) the "quest for the historical Jesus," (b) the relationship between orthodoxy and heresy with special emphasis on the Gnostics, (c) the social and political activities of the early Church, and (d) the development of worship. Course requirements: one midterm examination, one book report, and a final examination. Possible reading includes: Bart D. Ehrman, *The New Testament: A Historical Introduction*, 3<sup>rd</sup> ed.; Bart D. Ehrman, *The New Testament and Other Early Christian Writings*, 2<sup>nd</sup> ed.; Bart D. Ehrman, *After the New Testament*; Robert L Wilken, *The Christians as the Roman Saw Them*.

## History 331—The High Middle Ages

Rodriguez, MWF 1210-1300

Using original sources 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 literary texts such as Boccaccio's *The Decameron*. 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 3 exams and complete a 10 page research paper based on original sources.

## History 349— The Soldier, Army, and War in Antiquity

Ellis, W 1900-2145

Historical development of the military and warfare in antiquity (700BCE-700CE), including soldiers' daily lives, professionalization, technology, battlefield logistics; role of the military in colonization, politics, religion, and the economy.

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# European History since 1500

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## History 336—The Reformation

Elliott, MWF 1410-1500

The Reformation was the first great revolution in Western history. At a time when spiritual matters were paramount, religious practices of centuries' standing were overturned in many parts of Europe. Having an impact much more profound and wide-ranging than the Renaissance, the Reformation can be seen as accelerating many of the developments we associate with modernity: the value of the Individual, separation of Church and State, Capitalistic economy, Representative Government.

This course will have a dual focus, both historical and social:

- 1) looking closely at the important figures and events connected with this lengthy continent-wide confrontation between Protestants and Catholics; and
- 2) working to place the Reformation firmly in its human context, examining ways in which religious change affected peoples' real lives – gender relations, work patterns, coming-of-age, as well as how people conducted their worship.

Through lecture, readings and discussion, we will work to relate the religious developments of the 16th and 17th centuries to the key political and economic advances of the Reformation era. The course has an extensive visual component, using artwork from the period to document significant shifts in religious outlook.

## History 342—Europe and the French Revolution

Kidner, MWF 1110-1200

Political and social developments in France, England, Germany, Italy, Spain, and the Low Countries, 1760-1795. Lectures and discussions. Two examinations, one book review (6-8 pages, typed). Possible required reading: Jeremy Popkin, *A Short History of the French Revolution*, 3<sup>rd</sup> ed.; R. R. Palmer, *Twelve Who Ruled*; Lynn Hunt (ed.), *The French Revolution and Human Rights*; David A. Bell, *The Cult of the Nation in France*. This course meets Segment III requirements.



## History 346—Recent European History

Jackson, T/TH 0935-1050

This survey of 20<sup>th</sup> century Europe is designed to provide an overview of one of the most tumultuous eras in human history. War, revolution, Communism, Fascism and economic crises are juxtaposed with revolutionary movements in art and literature. Using history, literature and film, the course will also investigate the causes of World War I, the interwar period, as well as the era following World War II, including the Cold War, decolonization, and the social turbulence of the late 1960s. We will finish with the collapse of the Soviet bloc and some notes on ongoing history. This is a Segment III course.

## History 348—Modern Europe Intellectual and Cultural History

Curtis, T/TH 1235-1350

This course surveys the intellectual and cultural history of Europe from the Enlightenment through the present day. It examines changes in European thought from the rationalism of the "age of reason" to the belief in science and progress in the nineteenth century to the crisis of modern thought in the twentieth. Special attention is also paid to the ways in which artistic movements like Romanticism, Impressionism, and Modernism have paralleled and reflected intellectual trends, and how both intellectual and cultural history have reacted to the changing European social and political landscape over two centuries. All of the reading for this course is based on primary sources (philosophic texts, novels, poetry, and the like; some in entirety and others in excerpts) and one class session per week is devoted to discussion of these texts. Careful reading, class attendance, and participation in discussions is very important to success in this course.

## History 350— Greece and the Balkans

Th, 1810-2055

History of Greece and the Balkans from the Fall of Constantinople to the present.

## History 386— Soviet Russia, the West, and the Cold War

D'Agostino, Th 1610-1855



An attempt at a world history of the Cold War. At center stage is the nuclear arms race and the ideological and political confrontation between the two superpowers. We want to try to understand how their cooperation against the fascists in World War Two was transformed into a hostile standoff in the center of Europe that threatened the incineration of the planet. We trace this problem up to the fall of Soviet Communism in the Gorbachev reforms. But this period also saw the British, French, Dutch, and Portuguese empires give way to revolutionary forces in the third world. Both the superpowers threw themselves into struggles on every continent, and imposed a Cold War dimension on the decolonization process. The Cold War thus became a matter not only of the nuclear face-off in Europe, but also of the Chinese, Cuban, Iranian, and other revolutions. A generation of youth rose up against the Cold War and transformed the world. Europe challenged the supremacy of the dollar and OPEC plunged the western economies into the crisis of the oil shocks. We seek to make sense of these things in a global context. A number of films will be shown for visual backup to the lectures and discussion periods. Texts include: Walker, The Cold War, and Judge and Langdon, The Cold War in Documents.

## History 390— European International History 1918-1945

D'Agostino, T/TH 1410-1525

World politics in the era of the world wars. The course investigates the unraveling of the balance of power achieved by the seeming defeat of Germany and its allies at the end of World War One. We trace the differences between Britain and France over how to treat Germany to their antagonism in the Middle East. We weigh the claims of the fascists to the role of white knights protecting European civilization from the Russian revolution. We try to view the clash of Japanese and American spheres of influence in the Pacific alongside the British and French imperial interests and the Soviet revolutionary influence in China. We consider the charge that the French caused the great depression. We follow the march of the fascist dictators and the frantic measures taken by the British to appease their appetites. We take note of the rise of the United States to a global role. Intellectual, cultural, and spiritual influences on international relations get their due attention. A few films provide visual backup to the lectures and discussions. Texts include Carsten, The Rise of Fascism, Yergin, The Prize, and possibly Marks, The End of European Ascendancy.

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# United States History

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## History 420— American Colonial History

Sigmon, T 1900-2145

This course will not primarily examine famous figures or memorable dates. Nor will it look much at battles, politics, or great men. Instead it will focus on the processes by which millions of ordinary people collided, collaborated, and together created more than two-dozen societies in North America and the Caribbean. From the 15th to the 18th centuries, Native-Americans, Europeans and Euro-Americans, and African and African-Americans came into contact in the North Atlantic basin and drew upon their previous cultures and religions to fashion new cultures. At the end of the 18th century, the mainland British colonial societies became a new nation, the United States of America, but the distinctive features of American regional cultures and the distinctive themes of the American historical experience largely developed during the preceding era of colonialization. This course will examine the social and cultural history of early America, the ways in which hundreds of ethno cultural groups adapted to their environments and to one another, thereby creating “American folkways and social structures.”



## History 422— Founding of the American Nation

Sheppard Wolf, MWF 1010-1100

This lecture-discussion course explores the origins, ideology, and consequences of the American Revolution, covering the period from the 1760s to the 1820s. In one of the most creative periods in our history, the men and women of thirteen provincial colonies overthrew a great European power to begin a national experiment that is still unfinished. While we will focus in large measure on the distinctly American political ideas that propelled and evolved from the Revolutionary movement, we will also discuss the social and cultural implications of the Revolution, especially regarding African Americans and women. There are five required books, several primary-source readings, two papers, one midterm, one in-class debate, and a final exam.

## History 424— History of the U.S., 1827-1877

Loomis, MWF 1110-1200

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. Classes will be conducted on a lecture-discussion basis. Requirements include two essays, a midterm, and a final.

## History 428— History of the United States since 1945

Stevens, M 1900-2145



This is a lecture/discussion course on the history of the United States from the last year of World War II to the end of the Cold War. The course covers foreign policy, diplomacy, and military history, as well as national politics and the social and cultural history of the American people. Events in the U.S. will be set in the context of international history. Required reading: Michael Schaller, Robert Schulzinger, Karen Anderson, Present Tense: The United States Since 1945, third edition (2004). Robert Griffith and Paula Baker. Major Problems in American History Since 1945, second edition (2001). Larry Madaras, Taking Sides: Clashing Views on Controversial Issues in American History Since 1945, second edition (2003). Course grading: eight quizzes, three take home essays, and class participation.

## History 450— History of California

Sections: 1- Dreyfus, MWF 1010-1100; 2- Dreyfus, MWF 1410-1500; 3- Sigmon, T/Th 1100-1215



Going to a Pandano.

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 462—Making Whites: Race in the U.S.

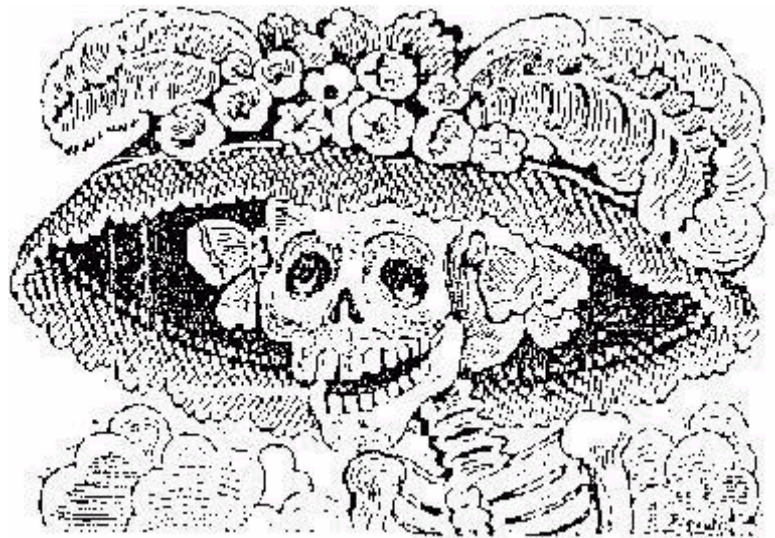
Sueyoshi, Th 1610-1855

Evolution and implications of whiteness in America from colonial period to the present post-Civil Rights, multicultural era; includes the definition of whiteness and critical role of the racial construction of whiteness in the history of American racism and race relations.

## History 463—History of La Raza in the United States

Sections: 1- Mirabal, T/Th 1100-1215; 2- Mirabal, T/Th 1410-1525; 3- Quiñonez-MWF 0910-100

Raza history from pre-colonial to contemporary times. Social, cultural, political, and economic heritage of La Raza and their contributions to American society. **Satisfies the U.S. history requirement.**



## History 465—U.S. Ethnic and Race Relations

Mabalon, T/Th 0935-1050

This is part II of a two-semester course focusing on ethnic and race relations in the United States. This semester focuses on the period from the Reconstruction to the present. In this course, we will discuss how race and ethnicity was experienced by different groups at significant points in American history, race relations among groups, and how gender, sexuality and class intersect with race and ethnicity to shape life experiences. Each week, we will analyze, compare and contrast the experiences of Native Americans, European Americans, African Americans, Asian Americans, and Latina/os. Using varied sources such as books and articles, archival documents, films (documentaries and Hollywood films), and memoirs, we will discuss how women, men, youth, the working and middle class, and immigrants experienced race, racialization, and ethnic experiences throughout American history. At the end of the course, students will 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 to contextualize their own racial experiences within U.S. history. Each week, students will analyze different viewpoints, interpretations, voices, and historical narratives on the topics of racism, slavery, labor, immigration, women and gender, citizenship, ethnic identity, culture, media representations, interethnic and interracial relations, resistance, politics, and nationalism.

## History 466—History of American People of Color

Ferreira, MWF 1235-1350

History of U.S. people of color, and 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. Satisfies the U.S. history requirement.

## History 468— Women in the U.S. Since 1890

Katz, M 1610-1855



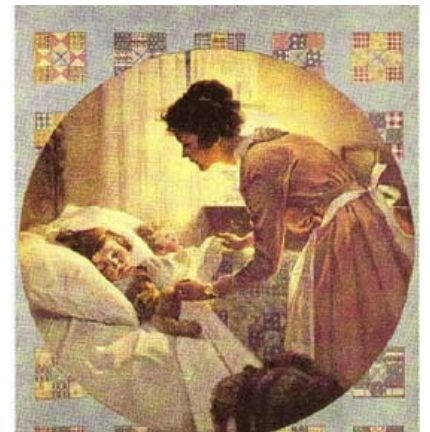
American women differ by race, class, ethnicity, age, culture, sexual orientation, and family situation. Yet gender remains a significant category for historical study. This course examines the histories of women in the modern United States, from the 1890s to the present. The course also explores the 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 feminist movements. Finally, the course introduces students to the methodologies of women's history and to the often hidden ways that gender influences 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, a book review and an oral history paper.

## History 469— American Childhoods Past and Present

Corea, Th 1900-2145

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 471— U.S. Constitutional History Since 1877

Waldrep, T/Th 1100-1215

This class will look at constitutional and legal history in the United States from the Civil War to the present. Students will analyze primary source documents, including landmark Supreme Court opinions as well as the writings of leading historians. There will be two primary source research assignments as well as weekly readings. Two midterms will precede the final examination.

## History 474— History of Labor in the U.S.

Lekin, Th 1610-1855

What does it mean to be an American worker? How have working people in the United States reacted to this nation's evolution from a land of farmers into a prominent industrial power? In what ways have workers shaped this transformation? Students will consider these questions by following America's ever-changing working class through time, and by examining workers' institutional and non-institutional responses to the problems they have faced in life and labor. We will address the impact of changing work processes on laboring men and women, as well as the influence of multiple allegiances of class, gender, race and ethnicity in shaping the various ideologies, social movements, labor unions and political parties spawned or supported by workers in the United States.



## History 489—Dynamics of the American City

Sections: 1- Day, MW 1410-1522; 2- Pamuk, TH 1610-1855; 3- McGovern, M 1900-2145

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.



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# Latin American History

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## History 500—Colonial Latin America

Peard, T/Th 1100-1215

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 520—Central America and the Caribbean

Oñate, Th 1610-1855

This course offers a thematic approach to the history of selected countries in the Caribbean basin since 1492. It is designed to examine the culture, the economics, and the politics of a region whose identity and development have been determined by its relationship with Europe, Africa, and North America. The course emphasizes such themes as population and settlement, the European invasion, plantations and slaves, nationhood, and literature and national identity. In the course students will also ponder the region's prospects for economic growth and democracy in the first decade of the new millennium. History 520 satisfies GE (Segment III) requirements, Latin America Area Studies Minor requirements, Subject Matter Competency Certification for the Single Subject Teaching Credential in Social Sciences and History, and History Major requirements.

## History 535—History of Women in Latin America

Peard, T/Th 11410-1525

The focus of this course is the history of the changing roles of women in Latin America from the colonial period to the present with special emphasis on the last hundred years. We will compare and contrast the roles of women from different classes, ethnic groups, and regions approaching them both through individual life stories and by analyzing the way in which institutions (e.g. the Catholic Church, the State) or social processes (e.g. revolution, industrialization) have affected women's lives and, in turn, been shaped by women's actions. The course will consist of lectures and class discussions.



## History 550—Social Change in Modern Latin America

Oñate, T/TH 1235-1350

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.

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# Asian History

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## History 570— Imperial China

Hsu, MWF 1110-1200

The purpose of the course is to explore the historical development of the Chinese Empire from around 900 to 1700. Imperial China underwent tremendous changes during this period: the disappearance of the aristocracy, the reconstruction of the state bureaucracy, the evolution of a new state orthodoxy--Neo-Confucianism, the syncretism of various religious traditions, the integration of China into world economy, the changing faces of gender relations, the rise of the vernacular literature, and the onslaught of "barbarian" rules. We will be looking at these, among other aspects of Chinese political, social, and cultural history from the end of the Tang to the beginning of the Qing dynasties.

## History 575— History of Modern China

Hsu, MWF 1310-1400

Over the past few centuries the combination of political disturbances within and Western penetration from without produced crises of social and cultural disintegration throughout most of Asia. How did China, the oldest continuous civilization on earth, respond to such crises? What were the social, economic, emotional, and intellectual resources Chinese men and women could call upon to weather through the numerous reforms and revolutions amidst the turmoil of modern Chinese political history? This course investigates the painful search for modernity in China's recent history from 1600 down to the present. We study how China has been adapting and changing, while preserving some of its immutable social-cultural values. We also explore the ethnic and political tension within and between China and Taiwan in the last few centuries.



## History 588— History South East Asia

Chekuri, MWF 1210-1300



Southeast Asia (Phillipines, Vietnam, Thailand, Myanmar, Indonesia, Malaysia, Singapore, Cambodia, Laos, Brunei, and Timor) is a place of striking diversity. As a region between India and China, Southeast Asia presents unique challenges for the study of societies, histories, and politics. Rather than focus upon individual nation-states, this course will highlight broad themes that define Southeast Asia as a region. Such themes include: The spread of world religions, pre-colonial states, trade and diasporas, European empires and colonialism, revolutionary and nationalist movements, authoritarian regimes, and globalization.

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# African and Middle Eastern History

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## History 605—Islamic World Since 1500

Behrooz, MWF 1310-1400

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.

## History 606—History of Iran and Afghanistan Since 1500

Behrooz, W 1900-2145

This course is a historical study of Iran and Afghanistan from the rise of the Safavid Empire in 1501 C.E. to the present. The course begins with a historical background on the Iranian and Perso-Islamic cultural presence in the eastern half of the Islamic world and the geographic area known as Iranian plateau. Then, the Safavid Empire's history and rise of Shi'ism in the region plus Safavid politics and society will be examined. Next, Iran in the eighteenth and the nineteenth centuries and the birth of Afghanistan as a separate entity will be covered. Here Iranian and Afghan societies will be examined in light of disruption, colonial subjugation, reform and rebellion under the Afshars, the Zands and the Qajars and Dorrani shah's in Afghanistan. The final part of the course will examine Iran and Afghanistan in the twentieth century. Subjects such as the two Iranian revolutions in the twentieth century, the Oil Nationalization Movement, the Iranian Communist movement and the rise of political Islam as well as Afghanistan's reforms, Soviet invasion, civil war and the rise of Taliban will be the main focus of this part.



## History 611—Modern Africa

Getz, T/Th 1235-1350



This upper division course covers the history of Africa during the period since 1750 CE, focusing primarily on the Sub-Saharan regions. Through traditional lectures, videos, dialogues with guest speakers, and discussions of primary sources, the class will explore African societies and their histories in depth. The course will commence with the last, catastrophic decade of the African slave trades; the confrontation of Boer and Bantu in southern Africa; and the expansion of Islamic states in North, West, and Central Africa. The period of European colonial rule in Africa will be treated in considerable detail, as will Africa's place in the larger world of Diaspora of its peoples. During much of the semester, however, our focus will be on African movements for independence, and on the struggles to build new, free states in a global system still dominated by the West. Reading, research, attendance, and writing will be emphasized in this course. There also will be a project during the second half of the semester, which will require you to work with other students outside of class meeting times. This class satisfies Segment III requirements.

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# History Pro-seminars

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All History majors are required to complete at least one pro-seminar course from History 640, 642, or 644. Students may take a pro-seminar in any field of their choice.

## History 640.1—Intolerance in Medieval Europe

Rodriguez, M 1610-1855

This class introduces students to the origins of medieval intolerance and persecution. The course will examine the development of institutionalized medieval persecution as well as intolerance against specific groups such as heretics, Jews, lepers, homosexuals, Muslims, and “witches.”

## History 640.2—Origins of World War II

D’Agostino, T 1610-1855

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 from the rest of humanity. This seminar is designed to explore the various “solutions” offered by nationalist, imperialist, fascist, Communist, and liberal ideas, including racialist 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 642.1— Historical Perspectives on Culture, Identity and Food

Mabalon, T 1900-2145



This senior seminar examines historical shifts in the politics of food in America since 1600, and explores how these shifts have reflected and shaped American culture and identity. This course will focus on three themes: 1) the production, preparation, and consumption of different foods as a reflection of major themes and events in American history, 2) foods as symbols and reflections of historically contingent identities, i.e., race and racial identities, ethnic identities, cultures and traditions, and gender and class identities, 3) the impact of immigration, commercialization, consumerism and globalization on what we consider “American” food throughout US history.

Topics and themes to be discussed in the course include colonialism and imperialism, slavery, immigration and migration, race, class and gender, ethnic identity, family, sexuality, labor, popular culture, the Depression, World War II, Cold War, urbanization and suburbanization, industrialization, consumer culture, and social movements. Course materials include academic and popular texts, essays, diaries, recipes, cookbooks, essays, memoirs, films and documentaries. Students will participate in discussions and lead one class discussion, write three short papers (3-4 pages each), and a major research paper (9-10 pages). Additional requirements for graduate students.

## History 642.2— California Cities, Los Angeles and San Francisco



Dreyfus, W 1610-1855

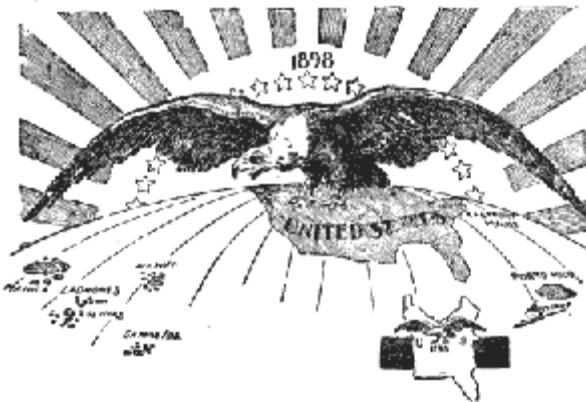
This course will give students the opportunity to develop a framework for understanding the process of urbanization in our regional context. We will concentrate on a number of related questions, ranging from the general to the specific. Why are cities born and how do they function as economic units? What are the specific characteristics of urban development in the American West? Are any features of urban growth in California unique or noteworthy? How did San

Francisco and Los Angeles emerge as premier Pacific metropolitan regions? Students will seek to answer these questions by immersion in some of the best current works in "new" urban history. Requirements will include a book review, discussion of readings, classroom presentations of ongoing student research, and a culminating research paper based largely on primary sources. Research topics will focus on some aspect of urban environmental development, either related to the selected city's internal landscape or to its external impact.



## History 644— 19<sup>th</sup> and 20<sup>th</sup> Century Imperialism

Getz, Th 1610-1855



Ten thousand miles from tip to tip —Philadelphia Press.

This proseminar will investigate the subjugation of much of the world by European, American, and Japanese empires in the 19th and 20th centuries. In the first unit we will explore the origins of modern Empires within the nation-state, and how they transformed the societies from which they emerged. However, the course centers upon the idea of cultural reciprocity. Imperialism, expressed overseas as colonialism, never entailed complete assimilation culturally, economically, or even politically. Thus in structure and function colonialism emerged more as a give-and-take relationship than as total domination, and resistance to and subversion of the imperial mission is commonplace. The principal investigative units for this course are the British and French empires, specifically in

Africa. However, we will also touch on the American, Japanese, and Belgian empires and colonies in Asia and elsewhere. This course is research oriented, and will require significant investigation of the historical record as well as advanced secondary sources. Students will be required to make frequent presentation, to contribute to discussion, and to produce a research paper.

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## Using Computers in the Study of History

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History 661— Introduction to SPSS

Tygiel, T 1610-1855

History 661 will introduce students to the compilation, access, and analysis of databases using the *Statistical Package for the Social Sciences (SPSS)*. Students will learn to create databases, locate data bases on the internet, and must be given an introduction to statistical analysis. History 661, in conjunction with History 660, fulfills the Graduate Auxiliary Skills requirement for U.S. history majors.



# Courses for the Honors Program in History

## History 697—Honors Thesis 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

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



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## Supervised Study and Fieldwork

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### History 680/880—Archives/Historical Agency Internship, 1-4 Units

Tygiel

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. Students repeating History 680/880 for credit should register for three units.

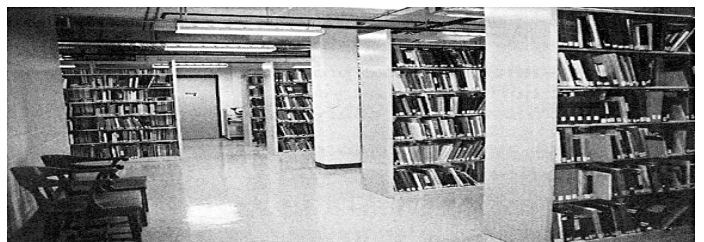
### History 690/890—Edit & Publish the History Journal, 1-3 Units

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.

### History 699/899—Special Study, 1-4 Units

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.



# Courses for Preparation to Teach in California Public Schools

## History 681—Community Service in Schools

Keith, W 1610-1855

Community service learning in schools offers history majors the opportunity to work directly with middle and high school students and teachers in a variety of school settings in the San Francisco Bay Area. This field-based course provides a close look at teaching history and the chance to share knowledge and skills history majors are developing through their academic studies at SFSU. Students volunteer a minimum of 45 hours in one or two classrooms. Volunteer activities may include tutoring, facilitating small group discussions, preparing materials, reading student papers, assisting students with independent projects and research papers, and computer based instruction. History 681 meets the "Early Field Experience" requirement for entrance into any single or multiple subject credential program in the state of California as well as fulfilling a requirement for the History/Social Science subject matter program at SFSU. Students planning to enroll in History 681 should make provisions prior to the beginning of the semester to have a police finger print clearance and current tuberculosis test (requirements for all volunteers who work with students in any California public school). TB test may be obtained at the SFSU Student Health Center. A "Live Scan" Finger print clearance can be obtained through the campus police or your local police department.



## History 769—Curriculum and Instruction in Social Science II

Fishtrom, T 1610-1855

Curriculum and Instruction II for single subject credential candidates in History and Social Science is designed to provide students with opportunities to examine and reflection on their instructional practices in the classroom. We will explore issues related to teaching History/Social Science content as defined in the California State Department of Education Framework and Standards for History and the Social Sciences. Additionally, we will exam the assessment of student learning in the classroom in light of theory, research and best known practice. This course will also emphasize approaches for teaching history and the social sciences to English language learners and students from special populations. Students will both examine and engage in the use of information technology knowledge and skills necessary to successfully complete the teacher performance assessment for a preliminary credential.

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# Graduate Courses in History

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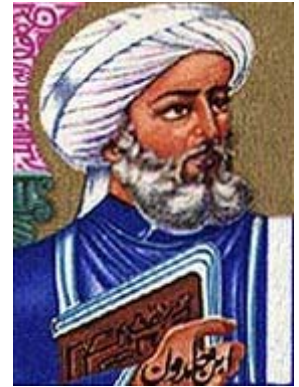
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## Graduate Research Seminar, Required of All M.A. Candidates

### History 700—History as a Field of Knowledge

Jackson, 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.



## History 701— Seminar in the Historiography of World History, Required of M.A. Candidates in the World History Concentration.

Getz, T 1900-2145

This course investigates world history as a body of knowledge and as a field of study. It is a required course for all graduate students with a world history emphasis. World history is defined as the study of the relationships between and among societies and the connections within the global human community. It moves beyond the study of states and civilizations and suggests that borders were less important in human history than frontiers, and diffusion was a more significant engine of transformation than was invention. The texts in this class look at world history in terms of economic and commercial relations, cultural diffusion and exchange, ecological flows and human migrations, as well as military and political conquests.

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## Major Area Seminars

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### History 730— The Old Regime and the French Revolution

Curtis, T 1610-1855

This reading seminar will explore the historiography of the French Revolution in its eighteenth-century



context. In addition to the “classic” questions regarding the origins of the Revolution, the meaning of the Terror, and the rise of Napoleon, we will examine more recent debates in the history of the Revolution, such as its political culture, nationalism, human rights, the role of religion, and gender ideology. Special attention will also be given to the Revolution in France’s colony of St-Domingue (Haiti), which has become a vibrant area of French revolutionary scholarship. We will consider the history of the Old Regime as it impacted the Revolution, especially the influence of Enlightenment ideas and changing political culture.

## History 780— Regionalism and Nationalism in Early America

Sheppard Wolf, W 1610-1855

In this graduate reading seminar we explore the tension between regionalism and nationalism in early America. We examine how Americans understood the relationship between their locality and the larger polity they were part of, and also how historians have understood and conceptualized American regions-New England, the Chesapeake, the South, the West, the backcountry, the frontier-and the (incipient) America nation from the colonial to the early national period. Is the story of America before the Civil War best understood in terms of national history or as a collection of regional histories? Course requirements include vigorous participation in weekly discussions, discussion-leading, two book reviews, and a major historiographical essay.

## History 790— The U.S. in the 1920's and 1930's

Tygiel, W 1900-2145

The 1920s and 1930s in America were both exciting and tumultuous. This is an era of sexual experimentation and political fundamentalism, of the resurgence of the KKK and the American Communist Party, of great writers like F. Scott Fitzgerald and Ernst Hemmingway and of the Scopes trial. The Great Depression, FDR, and the rise of Hollywood are all a part of America between the two World Wars. This will be a research seminar in which students will write research papers on any aspect of American History during those decades (and through WWII if they wish). While the focus of the readings will be on California, students may do research on the local, state, or national level.



## History 850— Decolonizing History

Chekuri, M 1610-1855

What is the relationship between history and colonial knowledge? Are historical methods intimately tied to a colonial past in many parts of the world? This seminar will ask these and many related questions and examine how contemporary scholars are engaging such questions. We will examine new challenges to existing methods and themes, new questions posed at sources and archives, and new problems over issues of language, translation and representation. We will also analyze how the colonial interplay between history, culture, power, and place produced the modern world.

# Graduate Culminating Experience Courses In History

## History 896—Directed Reading in History

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

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.