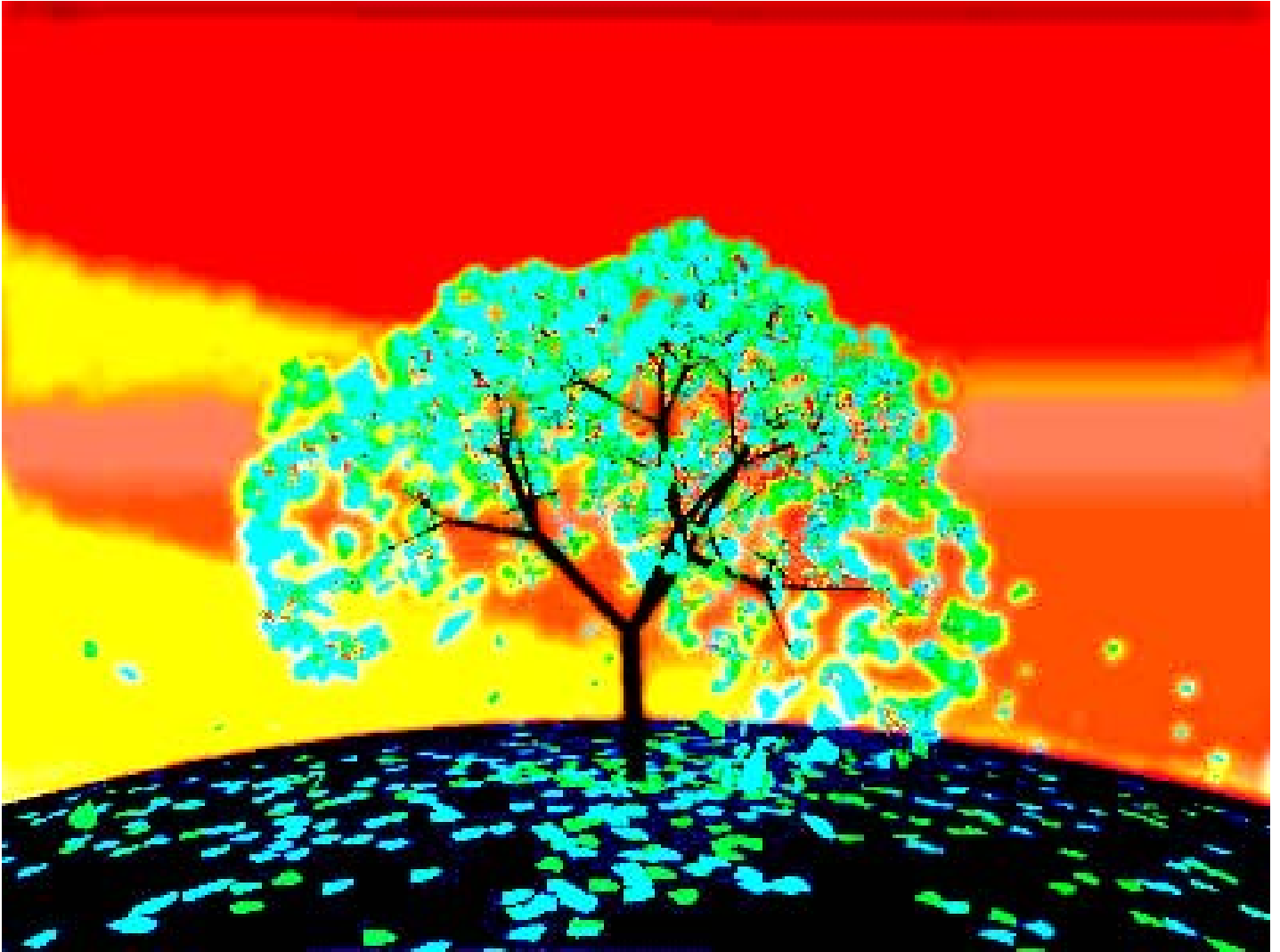


San Francisco State University, Department of History

Fall 2005  
~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	Germany	MWF	1410-1500
111.1	Western Civilization II	Curtis	MWF	1610-1855

### **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	0910-100
114.2	World History to 1500	Peard	T/TH	1100-1215
114.3	World History to 1500	Peard	T/TH	1410-1525
115.1	World History since 1500	Chekuri	MWF	1010-1100
115.2	World History since 1500	Chekuri	MWF	1210-1300
115.3	World History since 1500	Oñate	T	1610-1855

### **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	Jackson	T/TH	1235-1350
	334.1	The Renaissance	Elliott	MWF	1310-1400
	344.1	Nineteenth Century Europe	Curtis	T/TH	0935-1050
	347.1	Women in Modern Europe	Curtis	T/TH	123501350
	385.1	The Russian Revolution	D'Agostino	T/TH	1100-1215
	389.1	Europe International 1848-1918	D'Agostino	T/TH	1410-1525
	400.1	Modern European Imperialism	Getz	MWF	0910-1000
	426.1	History of the U.S. 1877-1916	Leikin	T/TH	0935-1050
#	450.1	History Of California	Dreyfus	MWF	1210-1300
#	450.2	History Of California	Katz	MWF	1510-1600
#	450.3	History Of California	Leikin	T/TH	0810-0925
#	450.4	History Of California	Tygiel	T/TH	1410-1525
	461.1	History Of American Foreign Relations	Combs	T/TH	0935-1050
	464.1	U.S. Ethnic and Race Relations I: 1740-1890	Mabalon	MWF	1010-1100
	467.1	Women in the U.S. to 1890	Loomis	T/TH	1235-1350
	480.1	Thought and Culture in America	Issel	T/TH	1410-1525
	489.1	Dynamics Of The American City	Legates	MWF	1210-1300
	489.2	Dynamics Of The American City	Nguyen	T/TH	1100-1215
	489.3	Dynamics Of The American City	Pamuk	W	1900-2145
	501.1	Latin America: The National Period	Oñate	T/TH	1100-1215
	524.1	The History of Mexico	Oñate	T/TH	1410-1525
	569.1	Ancient Chinese Civilization	Hsu	MWF	1110-1200
	575.1	History of Women in China and Japan	Hsu	M	1610-1855
	578.1	History of Japan	Hsu	MWF	1310-1400
	604.1	Islamic World I	Behrooz	MWF	1110-1200
	610.1	History of Africa	Getz	MWF	1210-1300

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



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# United States History

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## 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- Sigmon MW 0810-0925; 2- Sheppard Wolf, MWF 1310-1400; 3- Combs, T/TH 1235-1350; 4- Combs, TH 1610-1855

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- Leikin, MW 0810-0925; 2- Germany, MWF 0910-1000; 3- Germany, MWF 1110-1200; 4- Sigmon, MWF 1310-1400; 5- Mabalon, MWF 1410-1500; 6- Corea, T/TH 0810-0925; 7-Leikin, T/TH 0935-1050; 8- Sigmon, T 1900-2145; 9- Germany, W 1610-1855; 10- Stevens, TH 1900-2145

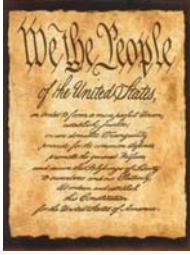
History 121 presents the history of the United States since the end of the Civil War. While particular topics will vary from section to section, you can anticipate that most sections will treat the following: Reconstruction after the Civil War and especially the experience of African Americans, industrialization, 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.



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## Historical Analysis

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History 300—Seminar in Historical Analysis

Section 1- Sheppard Wolf, M 1610-1855

Section 2- Katz, T/TH 1235-1350

Section 3- Jackson, T 1610-1855

Section 4- Katz, W 1610-1855

Section 5- Loomis, TH 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.

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## Courses in Comparative History

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History 317—Holocaust and Genocide

Jackson, T/TH 1235-1350



Does the Holocaust stand outside of history? Can it be approached dispassionately? Should it be approached that way? The topic is so emotionally charged that names, words, and even the very spelling of words have become issues of heated debate. What is the appropriate way to deal with such a monstrous event? Should the history of the Holocaust be written out of anger, as a lesson, or should it be approached as an historical event that was "uniquely unique," never to be repeated? Was it the culmination of centuries of anti-Semitism? Or was it part of the transformation of political ideology in the 20th century? Or was it part of a larger pattern of human behavior, and therefore comparable to other instances of genocide?

This course will examine not only the various answers to the classic question "How could it happen?" but also deal with issues of comparability of genocide, representation, and memory as we trace the origins, course, and meaning of the greatest crime of the 20th century, and perhaps of all history. Film, fiction, poetry, music, and even comic-books will be included among the course materials.

This course fulfills the university’s Segment III requirement.

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# European History to 1500

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## History 320—The Roman Republic Hoffman, MWF 1010-1100



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

## History 334—The Renaissance Elliott, MWF 1310-1400

Sparked by new interest in Classical learning, the 15<sup>th</sup> century witnessed a flowering in art, philosophy and political thought so dramatic as to be called a rebirth of civilization, a Renaissance. Through lecture, discussion and extensive visuals, this course examines social and economic factors that contributed to the arising of a distinctive Renaissance culture, first in Italy and then spreading into Northern Europe. Our areas of concentration will include: 1) innovations in painting, sculpture, architecture; 2) the political life of the Italian city-republics; 3) the commercial activity that supported creative expression; and 4) the development of the Humanistic philosophy that underlies our modern worldview.

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# European History since 1500

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## History 338—The Age of Louis XIV Elliott, M 1900-2145



1710: in France - Louis XIV, the Sun-King, holds court in splendor at Versailles, autocratically ruling over the most powerful nation on Earth. Meanwhile, in upstart England, a broad electorate is busy voting for Whigs and Tories who will wield power in that nation's governing body. France with its majestic Monarchy and England with its boisterous Parliament represented the two poles, the two models, that dominated European history throughout the early modern period.

This course first traces the development of aristocratic culture and royal Absolutism in France, then highlights the commercial vitality and the circumstances of Parliament's

rise to supreme power in England. In the second half of the course, we will recreate their great historical rivalry through contrasting key elements of the two societies: political theory, economic activity, philosophical discourse and artistic expression. Paris vs. London, Versailles vs. Westminster, Catholic vs. Protestant, Aristocracy vs. Middle-Class, Flair vs. Practicality: the contrasts abound!

## History 344—19<sup>th</sup> Century Europe Curtis, T/TH 0935-1050



This course will look at the development of European society from the Napoleonic age to the eve of World War I. It will concentrate primarily on the historical experience of Britain, France, Germany, and Russia. Instead of focusing exclusively on political events or diplomatic relations, we will examine the transformations in society and culture that shaped the European world view. Topics to be covered include: attitudes towards poverty after the Industrial Revolution, the Romantic movement, utopian and Marxist socialism, the Revolutions of 1848, urbanization and city planning, the emancipation of the Russian serfs, Darwinism, the unification of Germany, the "new woman," European imperialism, and the new mass movements at the end of the century. Instead of a textbook, reading materials will be novels, memoirs, and documents from the period.

## History 347: Women in Modern Europe Curtis, T/TH 1235-1350

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 D'Agostino, T/TH 1100-1215



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

## History 389— European International History 1848-1918 D'Agostino, T/TH 1410-1525

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

## History 400—Modern European Imperialism Getz, MWF 0910-1000



History 400 is a class about 19th and 20th century imperialism. Loosely defined, imperialism centers around the act of political subjugation of one peoples by another. However, imperialism by definition never entails complete assimilation culturally, economically, or (it turns out) politically. Thus it is more a give-and-take relationship than total domination; resistance to and subversion of the imperial mission is commonplace. This class is about conquest and domination, but it is also about gender, race, class, and culture. We will discuss ‘imperialism’ as an internalized ideology amongst Europeans and to a lesser extent American and Japanese societies. We will also look at imperialism’s partner colonialism in terms of the relationship between metropole and colony. The first part of this class will center upon a discussion of the origins and context from which modern imperialism arose. We will then look closely at the reasons for, and events of, imperial expansion. We will spend much of this course seeking to understand the reciprocity of the colonial relationship, as well as its ultimate oppression, and finally we will look at decolonization, and ask whether colonialism has actually met its end.

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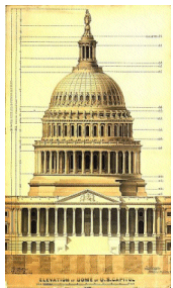
## United States History

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### History 426— History of the United States 1877-1916 Leikin, T/TH 0935-1050

Between the end of the Civil War and the beginning of WW I, the United States made the transition from a largely rural and agricultural nation to an urban and industrial one. These years saw the origins of many of the social, economic, and political structures that still influence life today—the Federal Reserve Board, General Motors, The American Federation of Labor, the N.A.A.C.P., the direct primary, and the income tax, to name a few. In this course we shall explore the forces of social and economic change: industrialization, urbanization, immigration. We shall focus upon reactions to these changes by class, ethnicity, and gender, and upon political reactions including domestic expansion. Classes will be conducted on a lecture / discussion basis. Reading will consist of several short books and articles. There will also be a midterm and final. Students will also be required to submit a term paper or several short essays, about 15 pages in total.

### History 427— History of the United States 1916-1945 Tygiel, W 1900-2145



The years from 1916-1945 encompass many of the formative events in the creation of the modern United States: two world wars and their impact on social relations, civil liberties, and international affairs; the expansion of a culture of consumption in the 1920s; the creation of the American welfare state in the 1930s; significant periods of social activism regarding economic justice, racial equality, and women’s rights; the increasing movement of American women into public life and the labor market. This lecture/discussion course will examine social, economic, cultural, and political patterns and developments; in particular, we will explore the ways in which inequalities along the lines of class, race, ethnicity, and gender were both reinforced and challenged through social movements and government policies. We will also discuss various controversies among historians in interpreting these issues. Readings will include 5 to 6 books, and a number of articles on library reserve. Course grading will be based on 3 take-home analytical essays utilizing the assigned reading, an Internet research paper, and class participation.

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

Issel, MWF 1210-1300

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 448— The American West

Dreyfus, MWF 1010-1100

This course will explore the significance of the trans-Mississippi West to the nation's development from the 1840s through the Second World War. The overarching theme of the class is that "the West" is actually a plural phenomenon rather than a single place. We will address the multiplicity of "Western" experiences that characterized the century under study by examining the lives of various groups of "Westerners" Native Americans, Mormons, ranchers, wage earners, women, foreign-born immigrants, and others. We will consider the economic role of the West in national history, as well as the social and ideological influence of the "frontier" on the American people. Requirements include class participation, a book review, an in-class midterm exam, and a take-home final examination.

## History 449— American Jewish History

Dollinger, T/TH 1100-1215

American Jewish History from 1654 to present. History 449 traces social, political, religious and economical history of Jews in colonial America and the United States. Topics covered include: influence of government, immigration, religion, anti-Semitism, regionalism, and acculturation.

## History 450— History of California

Sections: 1- Dreyfus, MWF 1210-1300; 2- Katz, MWF 1510-1600; 3- Leikin, T/TH 0810-0925; 4- Tygiel, T/TH 1410-1525

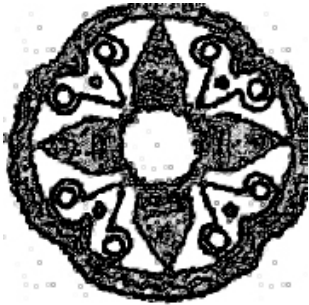


Going to a Fandango.

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 461—History of U.S. Foreign Relations Combs, T/TH 0935-1050

This course will trace the history of American foreign relations from 1776 to the present. We will not only look at the events, personalities, and forces involved in past American foreign policy, but also at the differing interpretations that decision-makers and scholars have developed about that history. We will study especially intensively the major conflicts in which the nation has engaged -- the Revolution, War of 1812, Spanish-American War, World War I, World War II, the Cold War, Vietnam, and the ongoing conflicts in the Middle East. There will be a term paper, a midterm and final exam.



## History 463—History of La Raza in the United States Sections: 1- Solomon, MWF 0910-1000; 2- Solomon, MWF 1410-1500

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 464—U.S. Ethnic and Race Relations to 1890 Mabalon, MWF 1010-1100

This course will focus on the first century of the American experience, from the age of the American Revolution and American slavery to the passage of the Chinese exclusion laws, when the United States became the first instant multi-ethnic nation in world history. We will look at society as well as a series of representative groups—the Amerindians, the English, the Africans, the Irish, the Chinese, the Hispanics, the Norwegians—so that we may understand America’s pluralistic complexity. The best available historical works will be read and discussed so that we will see the American people in the making, in all their perplexity, diversity, and hope. Above all, we will attempt to answer the classic question, “What then is the American, this new Man?” There will be a prepared midterm and final. This is a Segment III class.

## History 466—History of American People of Color Ferreira, MWF 1210-1300

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. Satisfies the U.S. history requirement.

## History 467—Women in the United States to 1890 Loomis, T/TH 1235-1350

American women differ vastly by race, class, ethnicity, culture, sexual orientation, family situation, and age. Yet gender remains a significant category for historical study. This course examines the histories of women in the United States from pre-Columbian times until 1890. Through its broad sweep, the course will introduce students to the methodologies of women’s history in addition to exploring the too-often hidden and forgotten gender dimensions of many aspects of the American past. Course requirements include a willingness to engage in some exciting reading, to participate in class discussion, and to write two medium-length essays, a midterm, and a final exam.



## History 470—U.S. Constitution to 1877

Waldrep, T/TH 1100-1215



While few Americans recall details about their Constitution, most have absorbed the great document's basic principles, making it central to the meaning of the American experience. Some think those principles hopelessly flawed or bigoted, but more treasure the document for its enduring, if perhaps imperfect, values. This class studies the changing Constitution from its ancient English origins through Reconstruction, tracing its evolution from a slaveholders' compact to a guarantor of individual rights. This is an excellent course for students planning to go to law school, but all students interested in American history, civil rights, and the idea of liberty will benefit from the class.

## History 473—Unfree Labor in the Early U.S.

Sheppard Wolf, MWF 1110-1200

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 480— Thought and Culture in America

Issel, T/TH 1410-1525

This is a lecture/discussion course on thought and culture from colonial times to the 1990s. This course takes ideas seriously, including ideas associated with religious belief systems. Ideas are considered in the various contexts, material as well as personal, social and political, in which they were developed and acted upon. Required reading: Eric Foner, *The Story of American Freedom*, Norton, 1998. George M. Marsden, *Religion and American Culture*, Second Edition, Harcourt, 2001. David Hollinger and Charles Capper, *The American Intellectual Tradition*, Volumes I and II, Fourth Edition, Oxford University Press, 2001. Harold Frederic, *The Damnation of Theron Ware*, Penguin Classics edition, 1986. Edward J. Larson, *Summer for the Gods: the Scopes Trial and America's Continuing Debate over Science and Religion*, Harvard, 1997. Course grading: three take home essays, final exam, and class participation.

## History 489—Dynamics of the American City

Sections: 1- Legates, MWF 1210-1300; 2- Nguyen, T/TH 1100-1215; 3- Pamuk, W 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 501—Latin America: National Period

Oñate, T/TH 1100-1215

This course is a social, political, and cultural history of Latin America from the independence movements of the 1800s to the present. It emphasizes the process of nation building and the distinct national identity that emerged in each country. We will explore the characteristic culture, race, and gender relations of several countries including the prospects for future democracies and economic development. A ten-page essay analyzing the novel One Hundred Years of Solitude by the Colombian novelist Gabriel Garcia Marques will illuminate many of the themes covered in class.



Skidmore and Smith Eds. Modern Latin America, (Oxford University Press). Guardino, Peasants, Politics, and the Formation of Mexico's National State: Guerrero, 1800-1857, (Stanford University Press). Sarmiento, Facundo: Or, Civilization and Barbarism, (Penguin Classics) Ferrer, Insurgent Cuba: Race, Nation, and Revolution, 1868-1898 (Chapel Hill: University of North Carolina Press). Lavrin, Women, Feminism, and Social Change in Argentina, Chile, and Uruguay 1890-1940, (Nebraska University Press). Loveman, Chile, The Legacy of Hispanic Capitalism (Oxford University Press) Marquez, One Hundred Years of Solitude\*. (Harper Collins) \*Note: Spanish version is recommended but not required.

## History 524—History of Mexico

Oñate, T/TH 1410-1525

This course offers a thematic approach to the history of Mexico from the colonial period to the present. The primary emphasis of the course will be on the cultural, racial, economic, and political points of contact between European and indigenous groups who later form a modern Mexico with a distinct national identity. Available printed sources will illustrate the encounter and negotiation of cultural differences that created a

modern nation-state representing Mexico's diverse cultures, conflicts and institutions. The inclusion of gender and women will allow for a broader understanding of Mexican society. In addition, this class will encourage students to evaluate the ways in which historians use evidence, interpret the past, and learn to apply analytical research skills.

Required Reading: Diaz del Castillo, The Conquest of New Spain, (Penguin). Leon-Portilla, The Broken Spears: The Aztec Account of the Conquest of Mexico, (Beacon). Schroeder, Wood, and Haskett, Eds. Indian Women of Early Mexico, (University of Oklahoma Press). Restall, The Maya World: Yucatec Culture and Society, 1550-1850, (Stanford University Press). Taylor, Drinking, Homicide, and Rebellion in Colonial Mexican Villages, (Stanford University Press) Meyer and Beezley Ed. The Oxford History of Mexico, (Oxford University Press).



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# Asian History

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## History 569— Ancient Chinese Civilization

Hsu, MWF 1110-1200



China was 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 introduction of Buddhism to China, and the domestic and international politics at the formative stage of imperial China.

## History 575— History of Women in China and Japan

Hsu, M 1610-1855

The purpose of the course is to study the social, cultural, intellectual, political, and economic lives of women in China and Japan during the early modern and modern eras. We will address the issues of gender, status, power, mobility, and opportunity, and look at the changing faces of Chinese and Japanese women in family, sanctuary, school, and work. This course is intended to be interdisciplinary. We will consult historical as well as literary, religious, medical, and anthropological works, as we try to reconstruct the past of women in China and Japan. We will also tackle the question, “How does studying women in China and Japan change our conception of Chinese and Japanese history?”



## History 578— History of Japan

Hsu, MWF 1310-1400



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 history from past to present, paying special attention to Japan’s cultural heritage, political structure, social system, and the “growing pains” of its modernization.

## History 584— History of the Indian Subcontinent

Chekuri, W 1900-2145

History of civilization of the Indian subcontinent to the present. Addresses political, economic, social, ethnic, and linguistic factors that shaped regional development.

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# African and Middle Eastern History

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## History 604—Islamic World I Behrooz, MWF 1110-1200

This is a study of Islamic civilization, culture and history from 500 to 1700 CE. The course assumes no prior knowledge of Islam or Middle Eastern history. The first part of the course begins with an investigation of the pre-Islamic world and goes on to survey the rise of Islam as a religion and empire. Next, the golden age of Islamic civilization, covering the Umayyad and the Abbasid empires, will be covered. The second half of the course will examine the Islamic civilization from the decline of the Abbasid Empire from 950 CE through the establishment of regional empires, the Crusades, the Mongol invasion and the emergence of the "gun-powder empires." The course will pay special attention to cultural and religious development in the Islamic world, as well as political changes.

## History 610—History of Africa Getz, MWF 1210-1300

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

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# Jewish History

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## History 632—Jewish History to 1650 Astren, MW 1410-1525

History 632 will cover Jewish history from the sixth century B.C.E. to the rise of European modernity. Topics will include: Politics, culture, and religion under empires of Persia, Hellenism, and Rome, and in medieval diasporas of Europe and lands of Islam.

\*\* For Jewish-American History, see History 449.

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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—Nazi Germany Jackson, TH 1610-1855



The enormity of the crimes of the National Socialist regime and the enormous amount of literature on them makes this a challenging topic historiographically. How can one approach an historical topic with "sympathy" when it is so morally repugnant? Can or should the historian write the history of Germany from 1933 to 1945 in the classical Rankean fashion as it really was, i.e., without moral judgments? Was National Socialism an aberration that could have

happened in any other European country, or was it Germany's Sonderweg ("special path") that led Hitler?

## History 642.1—California in the Great Depression Cherny, M 1610-1855

California during the Great Depression (1929-1941): This was a time of far-reaching change in American life, especially its economy and politics. California had boomed during the 1920s. People poured into the Golden State, attracted by the promise of high-paying jobs, perpetual sunshine, and the glamour of Hollywood. The state's economy ran at full throttle, fueled by agriculture, oil, films, and manufacturing. Then the economy sputtered in 1929 and seemed to die. The "California Dream" seemed to become a nightmare as unemployment soared and companies declared bankruptcy. Strikes by farm workers erupted, some of them led by members of the Communist party. In 1934, a long and sometimes violent maritime strike affected all the state's ports and produced a brief general strike in San Francisco (the largest US city ever to experience a general strike). That same year, an upheaval within the state Democratic Party gave the gubernatorial nomination to Upton Sinclair (a former socialist). Other strikes followed. Some California civic leaders began to voice fears of a Communist plot to take over California. Right-wing groups mobilized, led by business groups and the American Legion, to combat the alleged threat from the left. Throughout the rest of the 1930s, California was a site of political and economic conflict between business and unions, between the political left and right. All this contributed to an extraordinary outpouring of art and literature, some of it subsidized by the federal government through the WPA.

After some general readings and discussions about the work of historians on the 1930s and on California during the 1930s, each student will develop a research project on some aspect of California's history during that decade. In the proseminar, students will practice all the skills of a historian: critically reading the works of historians, formulating and carrying out a research project including research in primary sources, and presenting the results of that research both orally and in writing.

Prerequisites: Completion of ENGL 214 and HIST 300 and upper-division status. Enrollment priority will be given to senior history majors and history graduate students.

## History 642.1—Pro-seminar on U.S. Foreign Relations Combs, M 1610-1855

Proseminar in American foreign affairs. After an initial series of secondary readings in the areas of each student's interest, students will write a research paper from primary sources.

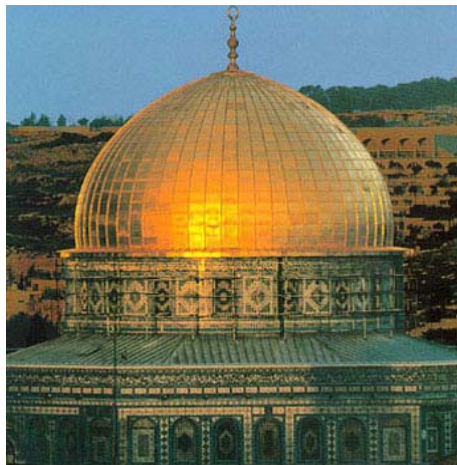
## History 642.2—Race and Law, 1865-1965 Waldrep, T 1610-1855

History 642 uses the seminar format to cover selected topics in American history. This proseminar will focus on the development of civil rights consciousness in America after the Civil War. Students will prepare short papers, participate in class discussions, and complete a research paper on a topic related to civil rights and law, 1865-1965. There will be assigned readings and research in the library.



## History 644— The Middle East: 1700 to Present Behrooz, W 1610-1855

This is a seminar covering different aspects of Middle Eastern history from 1700 C.E. to the present. The Middle East will be studied during an age of colonialism, reform, nationalism, emergence of nation states, revolutions, and emergence of political Islam. Major Twentieth century developments of the region, (e.g., Arab-Israeli conflict, Iranian revolutions, Arab nationalism, and Islamic revivalism) will be focused on.



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# Using Computers in the Study of History

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History 660— Computer Methodology for Historians in History

Tygiel, T 1610-1855



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.

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## Courses for the Honors Program in History

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### 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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# Courses for Preparation to Teach in California Public Schools

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## History 681—Community Service in the Schools

Keith, TH 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 759—Curriculum and Instruction in Social Science I

Harrison, TH 1610-1855

Students will learn basic skills associated with planning and implementing curriculum for social studies in secondary schools. Students will become familiar with state content standards and learn to organize Social Studies content to facilitate student learning. Student will also learn to plan lessons and curriculum units that incorporate a variety of student learning styles. Other topics include classroom management, resources, and tailoring curricula to the needs of diverse student populations.

## 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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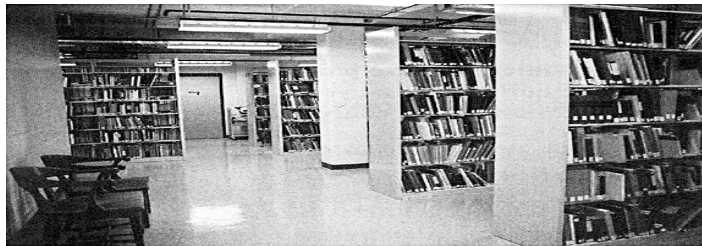
# Supervised Study and Fieldwork

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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.

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# Graduate Courses in History

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

History 700—History as a Field of Knowledge  
Section 1— Getz, 1900-2145, W  
Section 2: Issel, 1900-2145, TH

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.



## Major Area Seminars

HIST 710— The Roman Empire  
Hoffman 1610-1855, M



This will be a research seminar which will explore various aspects of the Roman Empire from the accession of Tiberius to the death of Trajan, a period of approximately one hundred years. During this period the patterns of empire were established and a new kind of civilization emerged. But the history of this period is not without its myths and controversies, many of them propagated by Hollywood and even PBS, with its series *I, Claudius*: Did Nero really fiddle while Rome burned? Were the Romans cruel people who threw hundreds of hapless victims to hungry lions? In order to understand the nature and development of the Roman Empire over this period, the seminar is constructed around a twin emphasis: (1) the process and problems of historical reconstruction and explanation, especially considering the nature of the source materials that have survived: and (2) an examination of the basic structures of the Roman Empire from the Princeps and Senate to society and the family. During the first part of the semester we will focus on a common set of readings of primary and secondary sources for weekly discussions; in these early weeks, the members of the seminar will produce two five page papers on specific topics in Roman history. The remainder of the seminar will be spent on your own historical research project on any aspect of the period you like. This seminar is open to all graduate students and qualified seniors in history and classics. No previous course in Roman history or languages are prerequisites to this course.

History 740— The Second World War  
D'Agostino, 1610-1855, TH

A graduate seminar with intensive discussion and research on the historical controversies concerning the origins and course of World War Two. We will stress the role of the Great Depression and economic factors including the struggle for raw materials such as oil. We will also trace these factors into the course of the war itself. One short class workshop and a substantial term paper. Bibliography: Kindleberger, *The World in Depression*; Yergin, *The Prize*, and others.

## History 780 Seminar— U.S Middle Period 1828-1877 Section 1 Loomis, T 1900-2145

This graduate-level reading seminar samples a rich array of historical interpretations of politics and society in antebellum America, focusing on the political culture of the era. We will indulge ourselves in reading some of the classic works and some innovative recent interpretations, and in the process, we will address some of the larger interpretive questions posed by the history of the period between 1820 and the outbreak of the Civil War. Students will have three major responsibilities in the course: to digest, critique, and discuss the required readings each week, to analyze these readings in one-page essays due weekly, and to write two longer, 9-12 page historiographical essays.



### History 790— The American West Dreyfus, M 1900-2145

This seminar will focus on the western United States during the first half of the twentieth century. Students will consider and discuss readings that approach the regional history of the trans-Mississippi West from a variety of perspectives, including environmental, ethnic, gender, labor and urban history. Students will develop an understanding of a range of ways to study the "West" and will apply their knowledge to a term paper based on primary sources in an area of personal interest. The class will concern itself the following central questions: Why is there such a field as Western U.S. history at all? How do we define the West and where do we place it in space, in time, or in the imagination? Are the attributes of western life in terms of landscape, culture, and development unique or not and why?

### History 830— Women in Latin America Peard, T 1610-1855

This is a graduate level seminar on the history of women and gender in Latin America from the early colonial era through the 20th Century. The readings will be drawn from the body of interdisciplinary literature on women and gender that has emerged in Latin America over the last three decades, as well as primary sources, and will focus on evolving issues, problems and theoretical frameworks. For the colonial period we will look at how different groups of women negotiated conquest, colonization and settlement, examining the ways in which race, social status, occupation and place affected their choices and lives. Moving into the 19th and 20th centuries, we will look at shifting gender constructions within the frameworks of new state formation and the growing complexities of economy and work. We will also consider women's activism within social movements, labor struggles, and their participation in watershed movements such as the Mexican Revolution and the late 20<sup>th</sup> century struggles for human rights. Since women in the region have had an important literary production, I will include segments on women's literary voices.

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# Graduate Culminating Experience Courses In History

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## History 896—Directed Reading in History Loomis

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.