



*Spring 2008*

# Course Description Booklet

Department of History

SFSU

## Lower Division Courses

### History 110- Western Civilization I (GE)

T/Th, 1100-1215, M. Williams

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

### History 111- Western Civilization II (GE)

M, 1610-1855 A. Swanson

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

### History 114- World History to 1500 (GE)

1-MWF, 1010-1100 A. Arrieta, 2-T/Th, 1410-1500 J. Peard



Following a prefatory topic on human origins, the course will concentrate on examining the origins and development of the civilizations of the Near East,

India, China, Africa, Europe and the Americas from circa 3000 BCE to circa 1500 CE. The social and intellectual aspects of culture will be emphasized.

### History 115- World History since 1500

1-MWF 1410-1500 A. Oñate, 2-T/Th 0935-1050 M. Behrooz, 3-T, 1900-2145 A. Gerould

1500 CE to the present. Historical encounters between Asians, Africans, Latin Americans, and Europeans will provide the central focus for this semester. Studying the events of the past that shaped the modern world will provide students with the background for understanding contemporary struggles and achievements. Among the themes explored are: the "conquest" of the "New World", imperialism and anti-

imperialism, the great revolutions, inventions, wars, and creations which led to the "universal civilization" we might be heading towards in the 21st Century.

### History 120- U.S. History through Reconstruction (US)

1-MWF 0910-1000 G. Germany, 2-MWF 1210-1300, G. Germany, 3-T/Th 0935-1050 M. Sigmon, 4-T/Th 1100-1215 C. Corea

History 120 presents the history of the United States from the earliest inhabitants to the end of the Civil War. While particular topics will vary somewhat from section to section, you can



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

### History 121- U.S. History since Reconstruction (US)

1-MW 810-925 A. Arrieta, 2-MWF 1110-12, S. Leikin, 3-MWF 1210-13 A. Arrieta, 4-MWF 1310-1400 G. Germany, 5-M 1610-1855 S. Leikin, 6-T/Th 810-925 M. Stevens, 7-T/Th 1410-1525 C. Corea, 8-T 1610-1855 M. Sigmon, W 1610-1855 G. Germany

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

## Upper Division Courses

### History 300- Seminar in Historical Analysis

1 –M 1610-1855 L. Lisy Wagner, 2 –T/Th 1100-1215 S. Katz, 3 –T/Th 0935-1050 M. Stevens, 4 –Th 1610-1855 R. Cherny

In 1828 T.B. Macaulay wrote, "to write history respectably . . . is very easy. But to be a really great historian is perhaps the rarest of intellectual distinctions." Despite the somewhat hyperbolic quality of Macaulay's comment, there is a great deal of truth in it. The purpose of this course is to start you on the road to appreciating great history by familiarizing you with the techniques of writing and evaluating history. As an apprentice historian, you will learn something of the craft of the profession. You will explore some of the varieties of history and of historical explanation, and you will engage in your own historical project. In most sections, students will both 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.



### Comparative History

#### History 317- Holocaust and Genocide (GE)

MWF 1310-1400 B. Martin

The term "genocide" was invented in the 1940s to describe Nazi Germany's effort to murder the Jews of

Europe. Since then, "genocide" has become a central category in contemporary politics, international law, historical research, and moral debate. But what is genocide? How is it defined, what is the relationship between the Nazi Holocaust and other episodes of genocide, and what is at stake in these debates? In this course we will use a range of sources--historical research, memoirs, films, fiction, and graphic novels--to grapple with key questions about the Holocaust, including the motivations of the Nazi (and other) perpetrators and the experience of the Jewish (and Sinti and Roma, and many other) victims. Analysis of the genocides affecting the Armenians and African populations under European colonialism will help us ask how the Holocaust can be understood as part of broader trends. The second part of the course will focus on the Holocaust's many afterlives: How did the international community respond to the Holocaust after World War II? How have communities--from families, to nations, to Hollywood--commemorated the Holocaust? How have survivors and their children dealt with the experience in art and literature? Above all, we will ask how the memory of the Holocaust and the idea of genocide affected the world's response to the killings in the former Yugoslavia and in Rwanda in the 1990s. Has the condemnation of genocide--the famous cry of "Never again!"--been all talk, or are we getting to a place where genocide can be understood in order to be prevented? Key requirements for this course are your careful reading, active participation in class discussions based on weekly readings, and several writing assignments. Also offered as JS 317.



#### History 633- Jewish History 1650 to Present

T/Th 1100-1215 M. Dollinger

The central theme of this course is the encounter of traditional ethnic and religious minority with modernity. Topics that will be covered include emancipation, anti-Semitism, immigration, Zionism, Israel, America, and Holocaust. Also offered as JS 633.

## European History to 1500

### History 321- Hellenistic Greece

MWF 1110-1200 TBA

Political, institutional, and cultural history of Greece from the end of the 5th century to 146 B.C.E.



### History 326- The Byzantine Empire

M 1810-2055 J. Torgeson

Political, social, economic, cultural history of Byzantine empire from 7th to 15th centuries A.D.; relations of Byzantium with Germanic, Slavic, Arabic, and Turkic-speaking neighbors.

### History 329- Early Church, 313-787 (GE)

T 1900-2145 M. Williams

Christian Church from Theodosius I to Iconoclasm. Establishment of the Imperial Church; monasticism; doctrinal controversies of the 4th through 8th centuries; rise of the papacy; Iconoclasm; church in the Carolingian age.



### History 330- The Early Middle Ages (GE)

T/Th 1410-1525 M. Williams

Political, military, social, economic and cultural history of the Near East, Mediterranean and Europe, 600-1000. Emphasis on the emergence of European, Byzantine and Islamic civilizations in the wake of the break-up of the Roman order. Comparative and systemic analysis of new institutions and cultural forms, with attention to continuity with Roman precedents.



### History 334- The Renaissance (GE)

M 1610-1855 J. Rodriguez

The Renaissance: its mere invocation is powerful enough to fill our imaginations with images of artistic geniuses, architectural marvels, humanistic scholars, and none-too-pious popes. But during this time (14th-16th centuries), Europe was much more than this. It was also an age of famines, horrendous pandemics that killed millions, wars that lasted a hundred years (and more) and threatened to engulf the entire continent, inquisitive explorers that sought distant lands and inquisitors that tried to ensure true belief in the Catholic Church. The aim of this course is to provide an understanding of Europe between 1300 and 1550 as it went through repeated and tumultuous periods of crisis and rebirth.

## European History since 1500

### History 346- Recent European History (GE)

MWF, 1010-1100 B. Martin

In this survey of Europe's 20th century we will explore key problems of one of the most tumultuous eras in human history. Amid two world wars, multiple revolutions, and the explosive force of new political ideologies and new cultural and social trends, Europe went from being the world's master to a bombed-out wasteland. Using historical literature, fiction, and film, we will investigate the causes of World War I, the Russian Revolution, the tensions and creativity of the interwar period, the rise of Fascism, and the military and moral catastrophe of World War II and the Holocaust. We will also explore Europe's extraordinary history after World War II, during which the Cold War, decolonization, 1968 social revolts, the collapse of Communism, and the process of European integration have brought Europe to the improbable outcome of being among the wealthiest, most equitable, and most stable places on Earth--but no longer master of the world's affairs. What does the story of Europe's "fall and rise" have to tell us about the choices facing the world today? Key requirements for this course are your careful reading, active participation in class discussions based on weekly readings, and several writing assignments. Also offered as IR 346. This is a Segment III course.

### History 348- Modern European Intellectual and Cultural History



MWF 1210-1300 M. Newsom  
Kerr

European intellectual and cultural history from the Enlightenment to the present and how this history has

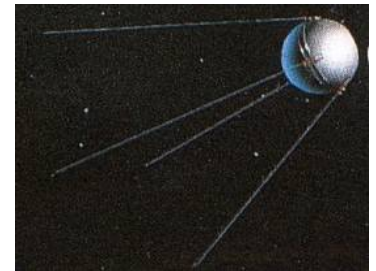
reacted to the changing European social and political landscape.

### History 386- The Soviets, the West, & Cold War (GE)

T 1610-1855 A. D'Agostino

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 Intl. History 1918-1945 (GE)**

T/Th 1230-1350 A. D'Agostino

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*.

## United States History

### History 422- Founding of the American Nation

MW 1610-1725 P. Longmore

The American Revolution was more than a war of national independence. It was the moment when the new nation defined itself. This course will examine the emergence of American nationalism and the problems of nation-building. This process involved first a struggle for national independence and then a struggle to frame the state and national governments, not once, but twice in the space of a little more than a decade. It also absorbed various kinds of Americans in negotiations and contests over the definition of the new nation. Each group attempted to use the opportunities presented by that defining moment to improve their prospects and their claims to citizenship. Americans of that era thus confronted issues of class, culture, economics, gender, politics, race, region, religion, and the relationship of individuals to society. They began to fashion a pluralistic, interest-group politics and a democratic capitalist socioeconomic order. This course will explore this complex historical process.

### History 424- U.S. History 1827-1877 (GE)

T/Th 1410-1525 M. Sigmon

Internal development and expansion of the American people and the rise of sectional conflict, culminating in the Civil War and Reconstruction era.

### History 426- U.S. History 1877-1976 (GE)

T/Th 1100-1215 R. Cherny

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



### History 427- U.S. History 1916-1945

M 1900-2145 TBA

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 448- The American West

MWF 1210-1300 P. Dreyfus

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 450- California History (GE, CA)

1 –MWF 1410-1500 S. Leikin, 2 –T/Th 1235-1350 M. Sigmon, 3 –Th 1900-2145 M. Sigmon, 4 –Th 1610-1855 A. Swanson

History 450 covers the history of California from the period preceding Spanish colonization to the present. While particular topics vary from section to section, most sections treat the following- the consequences of the Native American/European contact, the making of Hispanic California, the Gold Rush, the ultimate rise of American dominance, and California's role in the twentieth-century U.S. history. The course addresses the characteristic social, economic and political patterns that define the state, and examines conflict and accommodation between Californians on the basis of race, ethnicity class and gender. Most sections employ a text and supplementary readings, and all require written work. [Please consult with an advisor to determine whether or not you need this course to meet the California State & Government requirement].



### History 461-U.S. Foreign Relations (GE)

T/Th 0935-1050 J. Elkind

This course will explore American foreign relations and the role of the United States in the world from 1913 to the present. We will not only look at the events, personalities, and forces involved in shaping American foreign policy, but we will also consider the differing interpretations that decision-makers and scholars have developed about that history. We will focus on the creation and maintenance of the American empire; the emergence of the US as a superpower; America's involvement in the instigation, perpetuation and conclusion of the Cold War; cultural, economic and educational exchange between the US and other nations; and the United States' participation in the international community. Requirements for the course include a midterm, two short papers, and a final exam.



### History 468- U.S. Women, 1890-Present

T/Th 1410-1525 S. Katz

American women differ by race, class, ethnicity, age, culture, sexual orientation, and family situation. Yet gender remains a significant category for historical study. This course examines the histories of women in the 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 474- History of U.S. Labor

W 1900-2145 S. Leikin

This course is about the history of American labor in its broadest possible meaning. We will take as fundamental the place of work in establishing human identity and meaning. We will then explore the changing nature of work from the 17th century to the present. We will also take as fundamental the role of labor systems and class in distributing power and wealth in American society. Consequently we will examine how systems of labor changed over time and the way in which people participated in and resisted these changes. We will explore the intersections of race, gender and class in the making and unmaking of labor systems in, among other contexts, the slave South and free labor North, the new mass production industries of the early 20th century, and during wars both hot and cold.



### History 489- Dynamics of the U.S. City (GE)

1 –MW 1110-1215 L. Day, 2 –Th 1900-2145 C. Silverman

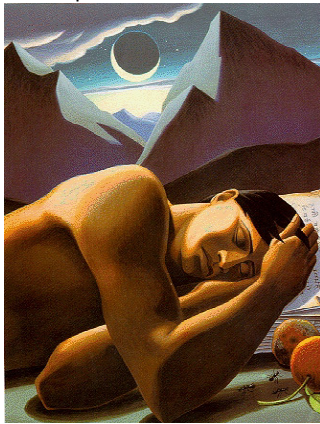
Historical development and contemporary condition of urban America, city planning, federal-city relations; dynamics of urban policy making; class, gender, race and ethnicity in urban America.

## Latin America

### History 501- Latin America: The National Period (GE)

MWF 1210-1300 A. Oñate

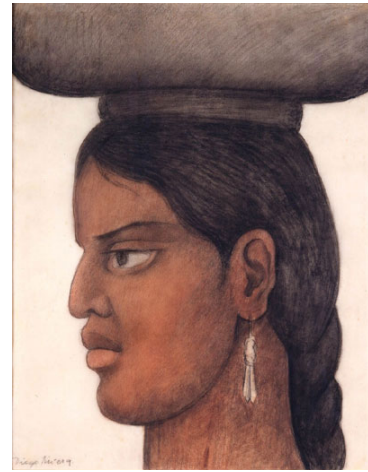
This course is a social, political, and cultural history of Latin America from the independence movements of the 1800s to the present. It emphasizes the process of nation building and the distinct national identity that emerged in each country. We will explore the characteristic culture, race, and gender 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 520- Central America & the Caribbean (GE)

MWF 1010-1100 A. Oñate

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 535- Women in Latin America

T/Th 1100-1215 J. Peard

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.

## Asia

### History 570- Imperial China (GE)

T/Th 1100-1215 P. Hsu

The purpose of the course is to explore the historical development of the Chinese Empire from around 900 to 1650. 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 end of the Ming.

### History 571- Modern China (GE)

T/Th 1410-1525 P. Hsu



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? This course investigates the 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 explore the ethnic and political tension within and between China and Taiwan in the last few centuries. We also take a close look at the complex landscape of contemporary Chinese culture and society.

### **Southeast Asia**

#### **History 585- India since Gandhi**

MW 1735-1855 C. Chekuri

Introduction to themes in Indian history since the end of British colonial rule in 1947; the legacy of the British colonial empire, Gandhi and anti-colonial nationalism, Nehru's vision of India, Caste movements, Muslim and Hindu nationalism, Economic globalization, Cinema and Popular culture and Foreign policy.

### **Middle East**

#### **History 605- Islamic World II (GE)**

Th 1610-1855 M. Behrooz

This course is a study of Islamic civilization (the Middle East), history, and culture from the 1700 to the present. It focuses on a core region (the area between Nile and Oxus rivers). Topics for the first part of the course include politics and society in the 18th and 19th centuries, the impact of European imperialism on the region's economy and culture, the response of regional (especially Ottoman) reform movements. Topics for the second half of the course include the transformation of empires into nation-states, the rise of Arab nationalism, Arab-Israeli conflict, and the history of Iran, particularly its two 20th century revolutions. The course also seeks to explain the rise of political Islam in light of its historical context. Students will be able to identify the political and social forces that have contributed to the modern Middle East. Students will discuss and analyze the region in light of divergent processes toward modernity by comparing and contrasting a variety of roads to and choices about modernity in the Islamic world.



#### **History 606- Iran & Afghanistan 1500- Present**

T/Th 12350-1350 M. Behrooz

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 633- See comparative history section**

## Proseminar –Europe

### History 640.01- The Black Death

M 1010-1255 J. Rodriguez

In the winter of 1347 a deadly epidemic reached Europe's Mediterranean ports and quickly spread inland. Two years later, the disease, known to later generations as the Black Death, had killed about 40% of Europe's population and shaken Medieval European society to its very core. The Black Death, moreover, occurred as Europe was experiencing what may very well have been the most calamitous century in its long and turbulent history. The disease hit Europe during the opening phase of the Hundred Years' War; a mere two decades after the Great Famine which had killed 3 million people in seven years; in the midst of the worst crisis the Medieval Church ever suffered; and just a few years before Europe's peasant population began going into bloody revolts. This was a society in crisis. This course aims to understand the causes, immediate impact, and long-term consequences of this catastrophe and to try to appreciate how a highly developed society deals with extreme crisis.



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

### History 640.02- The Second World War

Th 1610-1855 A. D'Agostino

During the period between the two world wars, there was a sense that democracy and capitalism, at least as they had been understood at the time, were exhausted. The onset of the



great depression and the end of the international gold

## Pro seminar- United States

### History 642.01- Labor in the U.S. West

M 1610-1855 P. Dreyfus

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



Source: CORBIS

### History 642.02- U.S., Vietnam, & the War

T 1610-1855 J. Elkind

This course will explore American involvement in Vietnam between 1945 and 1975, with particular emphasis on the intersections between diplomatic, political, social, and cultural history. We will consider

US intervention from various perspectives, including high-level American and Vietnamese policy makers, as well as soldiers and civilians from North and South Vietnam and the United States. In addition to active participation in our class discussions, requirements for this seminar include weekly activities, a research paper, and an in-class

position of Confucianism in the interplay of intellectual, social, political, and economic currents in contemporary East Asia. The requirements of the course are twofold. Students will participate actively in discussions of the common reading, and will produce a research paper on an interpretive issue concerning Confucianism as a system of philosophical thought as well as a mechanism of social evolutions.



presentation.

## Proseminar- World

### History 644.01- Confucius Says –Or not

T 1610-1855 P. Hsu

Confucianism, the common cultural heritage of East Asia, is a colossal term marred with popular imagination. This proseminar approximates the true meaning of Confucianism through a close reading of the original Analects, along with the neo-Confucian commentaries by Zhu Xi. To look at how tradition is alive in the modern world, we investigate the



## Single-Subject Credential in Social Science

### History 681- Community Service in Schools

T 1610-1855 S. Keith

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, at a special discount for SFSU students, or your local police department.



### Courses for the History Honors Concentration

#### History 697- Honors Thesis

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



#### History 698- Directed Reading in History

Arranged, please contact R. Hoffman  
Directed reading in selected areas of history under the supervision of a faculty member.

### Courses by Individual Study

#### **History 680/880- Archives/History Internship**

Arranged, please contact B. Loomis

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



#### **History 690/890- Edit & Publish the History Journal**

Arranged, please contact C. Waldrep

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

#### **History 699/899- Special Study in History**

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

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

## Graduate Courses

### Core Courses

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

M 1700-1945 E. Sheppard Wolf

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



#### History 701- Historiography of World History

T 1900-2145 C. Chekuri

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.

## Area Seminars

#### History 730- Church and Society in Europe, 1500 - 1800

W 1610-1855 L. Lisy-Wagner

This graduate research seminar will look at religious belief and practice and the way that religion affected European society in the early modern period, roughly between 1500 and 1800. The readings will focus primarily on the Protestant Reformation, seeing it as the major change in religious life in this period, but will also look at Catholic reform and at non-Christian religions in Europe. Students may write their papers on any topic related to religion in the early modern world. It need not follow the topics covered by the readings.



#### History 780- U.S. Middle Period 1828-1877

Th 1700-1945 B. Loomis

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- Western Progressivism & Populism

T 1900-2145 R. Cherny

This seminar will focus on Populism and progressivism, especially on the varieties of those two political phenomena that appeared in the western United States from 1890 to World War I. After some preliminary readings to indicate historians' current thinking on the nature of Populism and progressivism, we shall explore a series of readings focused on western politics. Through case studies of reform in western cities and states, biographies of western reformers, and studies of particular reforms in the West, we shall explore western politics including class, gender, and ethnic dimensions.

Through reading works by historians and research into primary sources, we shall seek to answer such questions as: Were western politics significantly different than those of the Northeast or South? If so, how? How did western Populism differ from its southern counterpart? How did progressivism in the West differ from progressivism in the Northeast and South? How did the class, gender, and ethnic characteristics of the West affect western politics and, especially, western Populism and progressivism? Was progressivism more long-lived in the West than elsewhere? If so, why?

History 426 or an equivalent (a similar course or directed reading) is strongly recommended before taking this seminar; if you are in doubt, please consult with the instructor.

### History 830- Journeys in the New World

T 1610-1855 J. Peard

This course is a graduate survey of the evolving production of scientific knowledge in western society as a result of new economic, political and social relationships between Latin America and Europe as from the mid-18th century. After at least two weeks' immersion in current trends and debates within the historiography on the production of knowledge, the course will consider selected scientific expeditions to Latin America and their legacies starting at the time of the Spanish Enlightenment (for example, those led by La Condamine, Malaspina, and Humboldt). The core of the course will be focused on the changing nature of the scientific expeditions through the 19th century and early 20th century looking particularly at tropical medicine expeditions, U.S. naval mapping expeditions, astronomical expeditions, and anthropological expeditions.



### Culminating Experience

#### History 896- Directed Reading in History

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

#### History 898- Master's Thesis

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

