

# History Spring 2021 Courses

CRN #	Course #	Course Name	Time	Instructor	Core Category	Core Flags	History Concentrations
	FFYS 1000-06	Art & Power	MWF 9:30 - 10:30	Woodson-Boulton, Amy	FND: First-Year Seminar		Race, Gender, and Culture
	FFYS 1000-14	Art & Power	MWF 11:00 - 12:00	Woodson-Boulton, Amy	FND: First-Year Seminar		Race, Gender, and Culture
	FFYS 1000-08	History of Natural Disasters	TR 9:50 - 11:20	Raab, Nigel	FND: First-Year Seminar		Global Encounters, Economies, and Exchange
	FFYS 1000-37	Oceans & Empires	TR 9:50 - 11:20	McDonald, Kevin	FND: First-Year Seminar		
	FFYS 1000-38	Oceans & Empires	TR 11:50 - 1:20	McDonald, Kevin	FND: First-Year Seminar		
	HIST 1010-01	Premodern World History	MWF 11:00 - 12:00	Perron, Tony	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange
	HIST 1050-01	Modern World History	MWF 11:00 - 12:00	Green, Romina	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange
	HIST 1050-02	Modern World History	MWF 12:30 - 1:30	Green Romina	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange
	HIST 1110-01	Founders of the West	TR 9:50 - 11:20	Anderson, Mark	EXP: Historical Analysis & Perspectives		
	HIST 1110-02	Founders of the West	TR 11:50 - 1:20	Anderson, Mark	EXP: Historical Analysis & Perspectives		
	HIST 1300-01	Becoming America	MW 2:00 - 3:30	Anzilotti, Cara	EXP: Historical Analysis & Perspectives		Law, Politics, and Society; Race, Gender, and Culture
	HIST 1301-01	America and the Atlantic World	TR 9:50 - 11:20	Blakley, Christopher	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange; Race, Gender, and Culture
	HIST 1301-02	America and the Atlantic World	TR 11:50 - 1:20	Blakley, Christopher	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange; Race, Gender, and Culture
	HIST 1400-01	United States & the World	TR 11:50 - 1:20	Jacoby, Alexander	EXP: Historical Analysis & Perspectives		Race, Gender, and Culture
	HIST 1400-02	United States & the World	TR 1:50 - 3:20	Jacoby, Alexander	EXP: Historical Analysis & Perspectives		Race, Gender, and Culture
	HIST 1600-01	African States since 1600	TR 9:50 - 11:20	Golaszewski, Devon	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange; Race, Gender, and Culture
	HIST 1600-01	African States since 1600	TR 11:50 - 1:20	Golaszewski, Devon	EXP: Historical Analysis & Perspectives		Global Encounters, Economies, and Exchange; Race, Gender, and Culture
	HIST 1750-01	Modern Latin America	MW 2:00 - 3:30	Ochoa, Margarita	EXP: Historical Analysis & Perspectives		Law, Politics, and Society; Race, Gender, and Culture
	HIST 1750-02	Modern Latin America	MW 4:00 - 5:30	Ochoa, Margarita	EXP: Historical Analysis & Perspectives		Law, Politics, and Society; Race, Gender, and Culture
	HIST 2000-02	What Is History?	TR 11:50 - 1:20	Raab, Nigel			
	HIST 2400-01	Picturing Race and Gender	TR 1:50 - 3:20	Chen, Constance	FND: Studies in American Diversity		Race, Gender, and Culture
	HIST 2400-02	Picturing Race and Gender	TR 3:50 - 5:20	Chen, Constance	FND: Studies in American Diversity		Race, Gender, and Culture
	HIST 2995-01	HIST Learning Community: Decolonizing History	asynchronous	Drummond, Elizabeth			
	HIST 3272-01	Culture & Politics of Weimar Germany	TR 1:50 - 3:20	Drummond, Elizabeth	INT: Interdisciplinary Connections	Writing; Oral Skills	Public and Applied History; Race, Gender, and Culture
	HIST 3910-01	Museums and Society	MW 2:00 - 3:30	Woodson-Boulton, Amy	INT: Interdisciplinary Connections	Information Literacy; Engaged Learning	Public and Applied History
	HIST 4412-01	History of California	TR 7:50 - 9:20	Dempsey, Sean		Writing	Race, Gender, and Culture
	HIST 4412-02	History of California	TR 9:50 - 11:20	Dempsey, Sean		Writing	Race, Gender, and Culture
	HIST 4430-01	Women in American History	MW 4:00 - 5:30	Anzilotti, Cara		Writing	Race, Gender, and Culture
	HIST 4998	Global Health in Africa	TR 3:50 - 5:20	Golaszewski, Devon			Global Encounters, Economies, and Exchange; Race, Gender, and Culture
	HIST 5400	Seminar in American History: Indigenous Peoples and American History	M 6:30 - 9:30	Rosenthal, Nicolas		Writing; Oral Skills	Race, Gender, and Culture

COURSE TITLE: Oceans and Empires

COURSE NUMBER: 1000

SECTION TIMES/DAYS: T/Th 9:50am and 11:50 am

INSTRUCTOR: McDonald

CORE AREA: FYS

FLAGS:

HISTORY CONCENTRATIONS: n/a

COURSE DESCRIPTION/PRINCIPAL TOPICS

"Empire" has been among the most enduring forms of political organization from ancient times through modern history, persisting across centuries, continents, and cultures. This seminar will focus on the development of oceanic empires, with a primary focus on overseas European expansion, from ca. 1450-1850. The course does not aim at comprehensive coverage but instead develops comparative analyses of maritime empires, especially various European case studies. A special emphasis of the seminar will be on understanding cross-cultural encounters and the intersection of exploration and scientific knowledge. Sub-themes of the seminar will include the relationship between maritime empires and global commodities, labor regimes, the environment, and the effects of new patterns of global trade on colonial and imperial culture and politics. By the end of the seminar, students will have gained substantial knowledge of global maritime empires and world geography, and should also have demonstrated the ability to identify and assess various approaches to the study of oceans, empires, and imperial expansion.

STUDENT LEARNING OUTCOMES

- Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- Engage critically and reflectively in scholarly discourse.
- Learn to read and write critically and carefully.
- Exercise critical thinking in oral discussion and writing.
- Be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- Acquire research skills including use of the library catalog and electronic databases to retrieve books, articles, and documents whether in print or online.
- Develop historical understanding of oceans and empires.

PREREQUISITES/RECOMMENDED BACKGROUND n/a

REQUIRED TEXTS tbd

COURSE WORK/EXPECTATIONS

Reading Response Essays: 30%

Document/Primary Source Analyses: 15%

Final Research Project: 35%

Information Literacy [Library Modules]: 10%

Workshops/Peer Review: 10%

Course Title: Natural Catastrophes in a Historical Perspective

Course Number: FYS1000, Section 8

Section Times/Days: T/Th 9:50-11:20pm

Instructor: Nigel Raab

Core Area: First Year Seminar

Flags:

History Concentrations: HGEE

### **Course Description/Principal Topics:**

From the flooding after Katrina in 2005, to the Haitian Earthquake in 2010, to the nuclear disaster at Fukushima in 2011, natural disasters have become regular news items. This course, drawing on the instructor's own research in Soviet disasters, examines natural and man-made disasters from the eighteenth century to the present. Students will explore how the relationship of human beings to the natural world has changed dramatically. From religious explanations of the Lisbon earthquake in the eighteenth century to Soviet confidence about controlling nature in the twentieth-century, students will see how natural disasters, so much more than scientific phenomena, were categorized according to the mores of specific societies. In all these situations, political and economic interest groups tried to steer disasters and the rescue operations to their best advantage. Since the aftermath of disasters encouraged artistic production, such as the artworks that helped Haitian residents heal in 2010, the course shows how humans use their creative impulses to confront the overwhelming power of nature. In addition, since disasters are not confined to a single part of the world, the class has a global dimension as examples will be taken from many continents. Students will be able to critically analyze these competing interests with respect to specific historical disasters and then compare this analysis with their understanding of contemporary natural disasters.

### **Student Learning Outcomes:**

With its intensive focus on a narrow subject of study (though with broader implications) and in its emphasis on reading, critical thinking, writing, and speaking, this course is an introduction to the intellectual rigor that characterizes an LMU education. Students will be exposed to a continually changing field of study. They will learn how to read texts carefully and critically, analyze scholarship, find primary sources, and hone their arguments in spoken and written form. These skills, while grounded in the discipline of history, will serve students throughout their coursework at LMU and in their lives beyond the University.

Prerequisites/Recommended Background: None

Required Texts: Most texts will be available on Brightspace

Course Work/Expectations: Literary Modules, Research Paper, Midterm

COURSE TITLE: Art and Power  
COURSE NUMBER: FFYS 1000-06 and FFYS 1000-14  
SECTION TIMES/DAYS: 1000-06: MWF 9:30-10:30 ONLINE and 1000-14: MWF 11-12 ONLINE  
INSTRUCTOR: Dr. Amy Woodson-Boulton  
CORE AREA: First Year Seminar  
HISTORY CONCENTRATIONS: HRGC

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course focuses on the social role of art and culture in both upholding and destabilizing power relationships in modern Europe and European colonies, part of the broad First Year Seminar theme "Culture, Art and Society." The visual arts, architecture, advertising, propaganda, fashion, universities, and museums, for instance, include and exclude people in various ways, some obvious and some subtle. All of these forms of art have been used as tools to uphold the powerful (for example, the palace of Versailles or war propaganda), but art also has the enormous potential to speak truth to power and play a unique role in modern society, as a socially acceptable form of criticism of existing power structures (for example, the works of many novelists protesting industrial capitalism). You will think through the political uses of art and culture, the commercialization of art in the modern period, and how culture continues to differentiate socio-economic classes. (This last point is particularly important as you consider the meaning of, and privilege bestowed by, a university education.) We will consider the social history of art, art disciplines, and art institutions in relation to the leisure necessary for making and appreciating art; in relation to questions about "primitive" art, race, and evolution; and in relation to the question of "progress," "revolution," and the "avant-garde." In addition, we will consider individual works of visual art and literature, as well as the changing nature of time and space in new genres such as photography and film. This course questions multiple, overlapping power structures of race, class, and gender, and uses an explicitly anti-racist lens to understand visual culture in relation to European imperialism.

#### STUDENT LEARNING OUTCOMES

After taking this course you will have a good understanding of the issues and events of the period covered, and you will also have improved your abilities to read efficiently, write effectively, present your ideas clearly, and synthesize a large amount of material coherently. History offers students an excellent opportunity to analyze a variety of materials, including texts, buildings, and art. This course will help you to interpret and approach critically a wide range of evidence, and to put together and support strong arguments.

#### *First Year Seminar students will:*

Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education; engage critically and reflectively in scholarly discourse; learn to read critically and carefully; exercise critical thinking in oral discussion and writing; be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources); and acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.

#### PREREQUISITES/RECOMMENDED BACKGROUND

First-year students only.

#### REQUIRED TEXTS

Online readings on Brightspace.

#### COURSE WORK/EXPECTATIONS

Class Participation	10%
Reading responses	10%
Information literacy library tutorials	10%
Four deconstructed essays	40%
Final expanded essay, poster, and presentation	30%

**COURSE TITLE:** Premodern World History

**COURSE NUMBER:** HIST 1010

**SECTION TIMES/DAYS:** MWF 11:00AM-12:00PM (FULLY ONLINE)

**INSTRUCTOR:** Anthony Perron

**CORE AREA/FLAGS:** Explorations: Historical Analysis and Perspectives (EHAP)

**HISTORY CONCENTRATIONS:** Global Economies, Encounters, and Exchange

**COURSE DESCRIPTION/PRINCIPAL TOPICS:** This is not a survey course. Though we will touch on major turning points in the unfolding of the Old World before 1500, those typically taught in any introductory world history course, the intent of HIST 1010 is to examine this past through a fresh lens. The premodern era is often treated as a succession of "civilized" empires. Although we will do justice to such states, our task will be to look at the ways in which the drivers of historical change in the Old World often lay "beyond empire," in the migrations that reached far across imperial borders, as well as the innovative societies created after such large states collapsed. Our study will begin with the earliest true empires, the Assyrians and Persians, and the varied peoples on their frontiers, most notably Greeks and Scythians. We will then turn to the states of Rome and Han China and their success in cultural hegemony across the Mediterranean and East Asian spheres respectively, followed by a vibrant "late-antique" patchwork of states that transformed the legacy of those empires. Our focus will then shift to the expansion of the Turks across Eurasia and the rise of consolidated early-medieval polities from Europe to China: the kingdom of the Carolingian Franks, the Abbasid Caliphate, and the Tang Dynasty. After delving into the trade networks created by Scandinavian and Tamil adventurers reaching from Indonesia to Iceland, we will investigate the transformations on the edges of the Old World as peoples such as the Jurchens in Manchuria and China and Berbers in West Africa and Iberia created new empires of their own stretching across old frontiers. Finally, we will trace the world-historical importance of the Mongols, knitting East Asia to Persia and providing the basis for the first European travels to China. Throughout the semester we will return to a coherent set of themes to provide a comparative perspective across time and space, such as the importance of cosmopolitan cities, migrations and diasporas, and religious dynamism in shaping and reshaping world history. The format of the class will include both synchronous work in the form of lectures and discussions on Zoom and asynchronous work like participation in a discussion forum and written papers.

**STUDENT LEARNING OUTCOMES:** Students will learn to read primary texts with a sensitivity to change and context, understand the various mechanisms of social exchange and cultural interaction at work in the premodern world, and become more proficient at presenting arguments in oral and written form.

**PREREQUISITES/RECOMMENDED BACKGROUND:** There are no prerequisites for this course.

**REQUIRED TEXTS:** All course readings will be available on Brightspace for free.

**COURSE WORK/EXPECTATIONS:** Participation in discussion forum, class presentation, midterm paper, and final paper.

COURSE TITLE: Modern World History

COURSE NUMBER: 1050-01 and 1050-02

SECTION TIMES/DAYS: MWF 11am-12pm and MWF 12:30pm-1:30pm

INSTRUCTOR: Romina Green

CORE AREA: Explorations – Historical Analysis and Perspectives

FLAGS: None

HISTORY CONCENTRATIONS: Global Encounters, Economies, and Exchange

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course surveys the rise of the modern era using a pluralistic understanding of world history. It examines major global events through the themes of exploration and the advent of capitalism from the “age of exploration” and colonization in the fifteenth century to the present day. The class texts and lectures are primarily guided by the question: What makes the modern age modern? Due to the immensity of the subject, the course will focus on the themes of voyage, empire, and economic networks while analyzing and comparing different regions and time periods. Our aim is to understand how the modern world system developed, as well as its positive, negative, and transformative consequences for different communities across the globe. The course will provide students with an opportunity to analyze change over time during a long period of human history, offering a deeper comprehension of the ideas, processes, and economic pressures that define the modern world.

#### STUDENT LEARNING OUTCOMES

This class aims to present students with enough knowledge to develop a nuanced understanding of modern world history, as well as a comprehension of the various arguments and debates that remain at the center of global politics. Students will learn to analyze cultures and ideas of the historical past and identify shifts in modern thinking caused by either specific events, encounters, religious ideas, or pandemics. Class lecture and discussion will give students the foundation to analyze primary texts and maps, as well as arguments presented in secondary documents. Students will also develop research and analytical methods to be employed in their essay writings.

#### PREREQUISITES/RECOMMENDED BACKGROUND

None

#### REQUIRED TEXTS

Most readings will be made available via Brightspace.

-Trevor Getz, *Abina and the Important Men: A Graphic History* (2011)

-Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World* (2000)

## COURSE WORK/EXPECTATIONS

Students are expected to engage in a respectful manner with the material and in consideration with one another's perspectives during in-class and forum discussions. Open debate about issues and political views is highly encouraged. However, any use of disrespectful or discriminatory language will not be tolerated. Students are expected to turn in assignments on time and prepare for class participation. Class assignments include a map project, analytical essays, a short research project, and a book essay.

COURSE TITLE: Founders of the West

COURSE NUMBER: 1110-01, 1110-02

SECTION TIMES/DAYS: Section 1: TR 9:50-11:20am, Section 2: TR 11:50am-1:20pm

INSTRUCTOR: Mark Anderson

CORE AREA: Explorations: Historical Analysis and Perspectives

FLAGS: N/A

HISTORY CONCENTRATIONS: N/A

### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will trace the development of Mediterranean cultures from the end of the Bronze Age through the end of antiquity (ca. 1000BCE – 600CE). It will focus on interactions among Egypt, Phoenicia, Israel, and Carthage with particular attention paid to Greece and Rome, examining the social, economic, religious, and political changes that led to greater interconnections across the region. This course will be taught synchronously online. Class sessions will be recorded and posted on Brightspace for students who are unable to attend the scheduled class meetings. All course materials apart from the textbook will be posted on Brightspace, and all class sessions will take place on Zoom.

### STUDENT LEARNING OUTCOMES

If you put time and effort into this course, you will build an integrated framework for understanding Mediterranean history during a formative era that influenced the development of three continents. You will also improve your analytical skills, your expression of ideas through prose, and your ability to extract historical data from ancient primary sources. Finally, you will come to appreciate the complex history of the ancient Mediterranean as one of growing interconnectedness.

### PREREQUISITES/RECOMMENDED BACKGROUND

There are no prerequisites for this course.

### REQUIRED TEXTS

*The Ancient Mediterranean World: From the Stone Age to A.D. 600* by Robin W. Winks and Susan P. Mattern-Parkes (Oxford University Press, 2004) ISBN: 9780195155631

### COURSE WORK/EXPECTATIONS

Most learning takes place outside the classroom, so you should expect to devote roughly twice the amount of time we spend in class together to the course reading and to your own writing projects for this class. The time will vary with each reading and with each week, but I encourage you to mark time out in your weekly schedule that you will devote specifically to this class.

**COURSE TITLE:** Becoming America

**COURSE NUMBER:** HIST 1300

**SECTION TIMES/DAYS:** MW 2:20-3:50

**INSTRUCTOR:** Dr. Cara Anzilotti

**CORE AREA:** EHAP

**FLAGS:** None

**HISTORY CONCENTRATIONS:** Law, Politics and Society; Race, Gender and Culture

**COURSE DESCRIPTION (PRINCIPAL TOPICS COVERED):**

This course serves as an introductory survey of American history from the fifteenth century to the mid-nineteenth century, from the pre-Columbian period to the eve of the Civil War. It focuses on the experiences of individuals and groups, and examines their relationships to the broader structures of American society. Though broad in scope this course will explore in depth various facets of American history, examining changes to society over time by considering causes and analyzing consequences. Topics include indigenous societies before and after contact with Europeans, the colonization of North America, the shaping of colonial society, race and slavery, the American Revolution and its aftermath, life in the early republic, political developments in the new nation, expansionism and westward migration, the creation of a market economy, and the growth of sectionalism and its consequences.

**STUDENT LEARNING OUTCOMES:**

Students will learn the chronology of early American history by period, from the fifteenth century to circa 1860. By looking at categories of such as race/ethnicity, gender and class, students will also learn how such categories structured historical developments.

Students will read and analyze a variety of primary sources and secondary sources. Through in-class discussion, response exercises, in-class examinations and formal papers, students will learn to examine, interpret and analyze a variety of primary sources. Students will also be exposed to historical scholarship in readings and in lectures, becoming acquainted with relevant debates in the secondary literature and learning how to evaluate historical arguments.

**PREREQUISITES/RECOMMENDED BACKGROUND:** None.

**REQUIRED TEXTS:**

Eric Foner, *Give Me Liberty*

Michael P. Johnson, *Reading the American Past*

James Seaver, *A Narrative of the Life of Mrs. Mary Jemison*

Solomon Northup, *Twelve Years a Slave*

Additional readings on course Brightspace page

**COURSE WORK/EXPECTATIONS:**

Active participation at Zoom sessions and participation in Brightspace discussion forums; two analytical essays on the memoirs, 8-10 pages each; a midterm and a final exam.

**Term:** Spring 2021

**Course Title:** America and the Atlantic World, 1450-1850

**Course Number:** HI 1301

**Section Days/Times**

HI 1301-01 Tuesday/Thursday 9:50 AM -11:20 AM

HI 1301-02 Tuesday/Thursday 11:50 AM -1:20 PM

**Instructor:** Christopher M. Blakley

**Core Area:** Historical Analysis and Perspectives

**History Concentrations:** Global Encounters, Economies, and Exchange; Race, Gender, and Culture

**Course Description:** Eight successive rulers reigned over the vast multilingual and multiethnic Ēxcān Tlahtōlōyān, or Aztec Empire, across six decades before the arrival of Spanish-speakers on Ayiti in 1492. Nahuatl-speakers looked with curiosity at these chontalli arriving from another world, and this class will examine with like-minded curiosity the evolution of American colonies throughout the Atlantic basin between the mid-fifteenth through mid-nineteenth centuries. Our narrative will turn on the interaction of people, ideas, commodities, and nonhumans that tied together Europe, West and West Central Africa, and Indigenous nations. We will strive to see the Atlantic world as a startlingly diverse global zone populated by men and women speaking languages like KiKongo, Wôpanâak, Yokot'an, Danish, and Akan. English settlers in Wampanoki and Tsenacommacah relied on interpreters and go-betweens to learn their way around these alien landscapes. We will keep in mind just how unfamiliar places like Lenapehoking were for Europeans, and how Atlantic Africans frequently took advantage of that unfamiliarity to form their own mocambos beyond the reach of their captors. Our community will question the divergent motivations of European settlers, Indigenous diplomats, and African intellectuals. Some of our themes will be the formation of new ethnolinguistic groups, the rise and fall of Indian and Atlantic slavery, and asking just how revolutionary was the Age of Revolutions that culminated in what one author called the "Black Empire of Hayti."

**Student Learning Outcomes:** Students will learn the chronological development of the Atlantic world from circa 1450 to 1850, and consider its geographical extent from Europe to Africa, the Caribbean, and the Americas. Reading assignments will involve analyzing multiple primary and secondary sources. Class discussions of these materials will form the basis for formal essay assignments and written examinations that invite students to interpret this complex history from multiple perspectives. Beyond studying the past, we will discuss contemporary frameworks

developed by historians including the Indigenous and Black Atlantics, ethnogenesis and creolization, and the problems posed by slavery's archive. Written work will focus on honing an argument or thesis, and defending that thesis with supporting evidence presented in a logical organization.

**Prerequisites/Recommended Background:** None.

**Required Reading:** To be determined. Most weeks we will be discussing a combination of primary texts and images, secondary articles, and digitized archival collections linked to Brightspace.

**Course Work/Expectations:** Students will be expected to participate in class discussions and be prepared to discuss the materials with their peers each class session. Written work will include short reading responses, analytical essays, and a midterm and final examination.

COURSE TITLE: United States & the World  
COURSE NUMBER: 1400  
SECTION TIMES/DAYS: TR 11:50-1:20, 1:50-3:20  
INSTRUCTOR: Alex Jacoby  
CORE AREA: EXP-Historical Analysis and Perspectives  
FLAGS:  
HISTORY CONCENTRATIONS:

**COURSE DESCRIPTION/PRINCIPAL TOPICS:** This course will survey the history of the United States from 1850 to the present. Broadly, this class will trace a number of interrelated themes: how technology has impacted work, leisure, communication, and domestic life; how evolving notions of citizenship have changed government and created struggles over political participation; how social movements have transformed the political, artistic, and cultural landscapes of the United States; and how the experiences of immigrants and their descendants have established public policy, educational reforms, and cultural efflorescence. This class also seeks to place American history in a global framework. Since the 19<sup>th</sup> century, the United States emerged as a powerful empire, exerting its influence not only militarily, politically, and economically but also culturally. Now challenges at home and abroad have prompted people to ask whether these signify its end.

**STUDENT LEARNING OUTCOMES:** Upon completion of the course, students should be able to speak and write intelligently about major themes, critical moments, significant individuals, and specific social, racial, and ethnic groups in the history of the United States. Students will also learn how to analyze a wide range of primary sources including political speeches, novels, paintings, television shows, motion pictures, philosophical treatises, and advertisements.

**PREREQUISITES/RECOMMENDED BACKGROUND:** None

**REQUIRED TEXTS:** TBD

**COURSE WORK/EXPECTATIONS:** Students will be evaluated on class attendance and participation, a variety of writing assignments including a research project, and two exams.

COURSE TITLE: African States since 1600

COURSE NUMBER: HIST1600

SECTION TIMES/DAYS:

Section 01: TR 9:50 - 11:20

Section 02: TR 11:50 - 1:20

INSTRUCTOR: Devon Golaszewski

CORE AREA: EXP: Historical Analysis & Perspectives

FLAGS:

HISTORY CONCENTRATIONS: Global Encounters, Economies, and Exchange; Race, Gender, and Culture

## COURSE DESCRIPTION/PRINCIPAL TOPICS

This introductory course traces political, economic, and social developments on the African continent since 1600, placing this continent at the center of historical dynamics linking Europe, the Americas, and Asia. We will cover themes such as the robust trade routes across the Sahara which produced cultural, intellectual and religious exchange between North and West Africa; the impact of the Atlantic slave trade on the polities of Central Africa; the role of West African women in producing export goods necessary for the Industrial Revolution; colonial rule and resistance across the continent; the global importance of Ethiopia in pan-African thought; African soldiers in World War Two; decolonization in Algeria; Apartheid in South Africa, and contemporary social movements such as #RhodesMustFall. The class will emphasize gender and sexuality as consistent modes of analysis, both tracing changing concepts of gender and sexuality over time and in different social, religious, political and economic contexts, and highlighting African women as central historical actors. We will discuss these alongside other axes of social difference, such as generation, occupational social group (caste) status, religion, and race. Additionally, this course will introduce students to the practices of historical analysis, including the analysis of primary sources like epic poetry, Arabic-language travelogues, and 20<sup>th</sup> century photographic material (such as the collections of the Archive of Malian Photography). We will contextualize these primary sources using academic scholarship, and creative works including graphic novels, films, albums, and novels.

## STUDENT LEARNING OUTCOMES

- Understand the diversity of African concepts of political organization, community, family, and well-being over time, and the strategies by which individuals sought to ensure these aspirations.
- Identify the impact of African individuals, and African-originated concepts, technologies, and arts, on global history.
- Assess the varying concepts of gender and sexuality in different places and different historical moments, and their use in the study of history.
- Make connections between contemporary social and political issues and their historical antecedents.
- Assess a variety of primary sources and historical interpretations offered in secondary literature.

## PREREQUISITES/RECOMMENDED BACKGROUND

None

## REQUIRED TEXTS

(Tentative)

Margarite Abouet, *Aya: Life in Yop City*.

Yaa Gyasi, *Homegoing*.

Jennifer Nansubuga Makumbi, *Kintu*.

Other readings will be available on Brightspace.

## COURSE WORK/EXPECTATIONS

Students are expected to complete weekly readings and regular discussion posts, and to participate in class discussions. Students will also complete two map quizzes, a midterm paper, and a final unessay.

COURSE TITLE: Modern Latin America

COURSE NUMBER: 1750

SECTION TIMES/DAYS: Section 1 MW 2-3:30pm; Section 2 MW 4-5:30pm

INSTRUCTOR: Dr. Ochoa

CORE AREA: Explorations HAP

HISTORY CONCENTRATIONS: HRGC and HLPS

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course offers an overview of society and culture in modern Latin America—Mexico, the Caribbean, and South America. Class activities, lectures, and independent research will cover the history of Latin America and its people from Independence (~1820s from Spain and Portugal) to the present day. Among the questions that students will grapple with over the duration of the semester are: What is Latin America and what does it mean to be Latin American? What are the historical roots of poverty, gendered violence, racism, organized crime, and political instability in the region? In what ways have foreign states intervened in Latin American nations and what are the legacies today of that intervention? What is the history of voluntary and forced migrations of Latin Americans from their places of origin? And, lastly, why is Latin music and food *so damn good*? To answer these questions, the course will have a thematic approach (race, gender, and class) and will move chronologically, shifting between individual stories and nations and the broader movements and ideologies they illuminate.

#### STUDENT LEARNING OUTCOMES

*Historical Knowledge:* To introduce students to the history of institutions, conflicts, and social structures that define the peoples, cultures, and nations of Latin America.

*Historical Thinking:* To teach students to evaluate historical evidence and help them develop an understanding of the concepts of context and change over time.

*Critical Reasoning:* To help students learn to formulate historical arguments about Latin American topics through the examination of diverse primary and secondary sources.

*Clear Communication:* To teach students how to present their ideas in a coherent and grammatically correct argumentative structure, supported by appropriate and reliable evidence.

PREREQUISITES/RECOMMENDED BACKGROUND: None

#### REQUIRED TEXTS

Charlip, Julie A. and E. Bradford Burns. *Latin America: An Interpretive History*. 10th Ed. Upper Saddle River, NJ: Pearson, 2017.

da Silva, Benedita, Medea Benjamin, and Maisa Mendonça. *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love*. Oakland, CA: Food First, 1997.

Partnoy, Alicia. *The Little School: Tales of Disappearance and Survival*. 2<sup>nd</sup> Edition. San Francisco: Cleis Press, 1998.

#### COURSE WORK/EXPECTATIONS

Reading and Discussion Posts (25%)

Response Papers (30%)

Midterm Exam (20%)

Final Exam (25%)

Course Title: What is History?

Course Number: HIST2000, Section 1

Section Times/Days: TR, 11:50-1:20pm

Instructor: Nigel Raab

Core Area:

Flags: LINL, LWRT

History Concentrations:

*Course Description:*

This course introduces the participant to historical practice. Historians have been writing for centuries but the profession has changed considerably over time. By reading essays about the goals of historians, the nature of interdisciplinary work in the historical profession and about controversies within the profession, students will come to understand why historical interpretation is always in flux. The class also examines the different sources – from archival to visual – that historians use to construct their arguments. In the latter part of the class, we will explore case studies taken from Soviet and East European history to see the diverse possibilities of historical interpretation first hand.

*Learning Outcomes:*

In writing assignments and oral presentations, students will hone analytic skills and refine their critical analysis within the context of an academic discipline. Since the course has extensive source analysis, students will learn how to search for new materials in unexpected ways.

*Texts:*

The texts will be on MyLMU Connect.

*Course Requirements:*

Midterm

Final

15 - page research paper

Class participation and oral presentation

**COURSE TITLE:** Picturing Race and Gender

**COURSE NUMBER:** HIST 2400/WGST 2998

**SECTION TIMES/DAYS:** HIST 2400.01/WGST 2998.01 TuTh 1:50 p.m.-3:20 p.m.  
HIST 2400.02/WGST 2998.02 TuTh 3:50 p.m.-5:20 p.m.

**INSTRUCTOR:** Professor Constance Chen

**CORE AREA:** Satisfies the Studies in American Diversity (FDIV) Requirement

**HISTORY CONCENTRATION:** Race, Gender, and Culture

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

Using interdisciplinary approaches and cross-cultural perspectives, this class explores the ways in which visual imageries have been used to create and shape notions of race and gender, both reflecting and influencing socioeconomic relations and political modalities in the United States from the nineteenth to the twenty-first century. We will examine a wide variety of cultural productions such as artworks, political cartoons, museum exhibitions, television programs, films, photographs, music videos, and advertisements to analyze questions concerning the construction of gender-role expectations, interracial exchanges, and the establishment of national identities, among others.

**STUDENT LEARNING OUTCOMES:**

To acquire an understanding of the political and cultural significance of the construction and dissemination of racial and gender discourses through visual representations; to learn to unpack visual imageries and material culture as important historical sources; to analyze and discuss primary and secondary documents in order to gain a comprehension of the different approaches and methodologies that scholars from a multitude of disciplines and fields have used to examine American culture; and to synthesize and critically evaluate the information presented to develop independent points of view on how various peoples and communities have been portrayed, and in turn, have portrayed themselves.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

None

**REQUIRED TEXTS:**

Readings will include *Exhibiting Cultures: The Poetics and Politics of Museum Display* (1992), *Culture Across Borders: Mexican Immigration and Popular Culture* (1998), *Comic Book Nation: The Transformation of Youth Culture in America* (2003), *Race Rebels: Culture, Politics, and the Black Working Class* (1994), and *Global Asian American Popular Cultures* (2016), among others.

**COURSE WORK/EXPECTATIONS:**

Students will be evaluated on the basis of their contribution to class discussions, work on analytical essays as well as other assignments and activities designed to delve further into the class topics and themes.

COURSE TITLE: HIST Learning Community: Decolonizing History  
COURSE NUMBER: HIST 2995  
SECTION TIMES/DAYS/PLACE: asynchronous online  
INSTRUCTOR: Elizabeth A. Drummond

**NOTE: The HIST Learning Community is a 1-unit Credit/No Credit course. It is strongly recommended for HIST majors and minors enrolled in the Race, Gender, and Culture and the Public and Applied History concentrations, as well as any other interested students.**

#### COURSE DESCRIPTION / PRINCIPAL TOPICS

The History Learning Community is an opportunity for students to come together to discuss their courses in the specific context of one of the History program's thematic concentrations. In fall 2020, the thematic focus of the HIST Learning Community is the Race, Gender, and Culture concentration, with an additional focus on Public and Applied History. The learning community will enable students to consider questions and issues central to those concentrations in terms of the question of how we might "decolonize" the study of history. In recent years, there has been considerable attention on the challenges of inclusion and access, diversifying university curricula, de-centering whiteness and "western civilization," and developing anti-racist courses and pedagogies. This is a particular challenge for the discipline of history, which is intertwined with nation- and empire-building projects. In this learning community, we will discuss how we might "decolonize" the study of history, both here at LMU in the context of the university's and BCLA's anti-racism efforts and in the discipline more generally.

#### STUDENT LEARNING OUTCOMES

We will demonstrate an understanding of the key issues related to inclusion and access, anti-racist pedagogies, and the diversification of the history curriculum to de-center "western civilization" and to include traditionally marginalized groups and regions. We will explore how we might transform the study of history – individual courses, the curriculum as a whole, and the discipline in general – to reflect these efforts.

PREREQUISITES / RECOMMENDED BACKGROUND: History majors and minors only.

#### REQUIRED TEXTS

Readings to be posted to MS Teams.

#### COURSE WORK/EXPECTATIONS

Active participation in discussions on MS Teams  
Conduct focus groups of History students  
Develop proposal for curricular reform

COURSE TITLE: Culture & Politics in Weimar Germany  
COURSE NUMBER: HIST 3272 (01 = HIST majors/minors; 02 = non-majors/minors)  
SECTION TIMES/DAYS: TR 1:50 – 3:20 p.m.  
INSTRUCTOR: Elizabeth A. Drummond  
CORE AREA: IINC (Integrations/Interdisciplinary Connections)  
FLAGS: LWRT (Writing) & LORS (Oral Skills)  
HISTORY CONCENTRATIONS: Public & Applied History; Race, Gender, & Culture

COURSE DESCRIPTION / PRINCIPAL TOPICS: Weimar Germany (1919–1933) is often recalled as a failed experiment in democracy, which paved the way – seemingly inevitable – for the rise of the Nazi party. But Weimar was more than just the pre-history of the Third Reich, more than a short-lived political and social experiment wracked by instability and discontent. It was at the same time a center of considerable cultural innovation and creative ferment – in literature, painting and sculpture, architecture, film, and popular theater. In “Culture & Politics in Weimar Germany,” we will explore the paradoxes of Weimar “modernity” from an interdisciplinary perspective, integrating an analysis of cultural developments with an analysis of political and social developments. We will examine the intersections of culture and politics in Weimar Germany, both the ways in which art and culture spoke to the political and social questions of the day and the ways in which art and culture themselves became politicized. We will use tools from the study of literature, art, and film as well as the tools of historical analysis to analyze a variety of primary sources, including documents, literature, paintings, and films. In reading paintings, films, and novels as “historical texts,” we will also confront the challenges of using cultural artifacts to interrogate the past and learn about broader social and political developments. Finally, we will look at representations of Weimar Germany in contemporary culture – in the graphic novel *Berlin*, in the television series *Babylon Berlin*, and in political debates.

STUDENT LEARNING OUTCOMES: We will understand and analyze the main themes and issues in the history of Weimar Germany, as well as the main historiographical debates in the field. We will use a variety of primary sources to analyze the paradoxes of Weimar “modernity,” as well as representations of Weimar Germany in contemporary culture. We will analyze a variety of secondary sources to gain a critical understanding of the key questions and debates in the scholarly literature, as well as to understand the nature of historical interpretation and argumentation more generally. We will practice an interdisciplinary approach to the study of history: find appropriate primary and secondary sources; read and analyze them carefully; use methods from the study of history, literature, art, and film to analyze primary sources; and develop and defend arguments in writing and speech, presenting ideas clearly in a variety of different formats, for both scholarly and lay audiences.

PREREQUISITES: None; prior course in modern European history recommended.

#### REQUIRED TEXTS

Eric D. Weitz and Eric S. Roubinek, eds., “Weimar Germany (1918/19-1933),” *German History in Documents and Images* ([online](#))

Jason Lutes, *Berlin* (ISBN 9781770463264; also available as a limited user ebook at William H. Hannon Library)

Eric D. Weitz, *Weimar Germany: Promise and Tragedy* (ISBN 9780691183053; also available as an unlimited user ebook at William H. Hannon Library)

Additional sources (documents, images, videos, articles) on Brightspace and/or reserve

#### COURSE WORK/EXPECTATIONS

Active participation in class discussions: in person on Zoom and online through MS Teams and Brightspace

Avatar project entries

Research Project with three parts: timeline using primary sources, analytical essay, and presentation in the form of a podcast episode or short video

COURSE TITLE: Museums & Society in Modern Europe  
COURSE NUMBER: HIST 3910-01  
SECTION TIMES/DAYS: HIST 3910-01: 2:00-3:30 ONLINE  
INSTRUCTOR: Amy Woodson-Boulton  
CORE AREA: IINC  
FLAGGED: FENL, FINL  
HISTORY CONCENTRATION: HPAH

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

Why have European cities filled with museums over the last few hundred years? Why have people built them, and what do museums do? What do they contain, and why? How have cities preserved historic monuments, turning themselves into museums? What is the tourist experience, and why have people over the last few hundred years sought out particular places? This course will tackle these questions (and more!) by considering the history and theory of museums in modern Europe, c. 1750 to the present. We will study specific case studies, considering how museums have engaged with and have helped to define art, ethnography, the natural sciences, and history, including difficult histories like the Holocaust and the Trans-Atlantic slave trade. By investigating how important museums have been to establishing and maintaining systems of classification and historical narratives, you will gain a new understanding of debates about knowledge, culture, power, and privilege; this course questions multiple, overlapping power structures of race, class, and gender, and uses an explicitly anti-racist lens to understand cultural institutions in relation to European imperialism. As part of our application of these ideas, we will consider curatorial approaches and investigate how museums and historic sites have responded to the pandemic and expanded public online outreach and exhibitions. Finally, HIST 3910 students will put on an online exhibition, so you will gain the ability to present to a broad audience and put your studies into practice, including audio guides/podcasts, publicity/posters, content creation, and exhibition design.

#### STUDENT LEARNING OUTCOMES

As well as meeting the learning outcome for Information Literacy and Engaged Learning, this course meets the following Interdisciplinary Connections learning outcomes. Students will: demonstrate the ability to recognize and analyze similarities and differences between at least two disciplinary perspectives or modes of knowing; know discrete characteristics of each discipline; be able to integrate different disciplinary approaches to explain or solve a phenomenon, issue, or problem; value different ways of knowing and thinking about issues and value the use of multiple perspectives and viewpoints to address a given issue; demonstrate an understanding of the core concepts of one of the five interdisciplinary thematic connections. This course also meets the learning outcomes for Information Literacy and Engaged Learning, which can be found here:

#### PREREQUISITES/RECOMMENDED BACKGROUND

None.

#### REQUIRED TEXTS

Readings will include works on museum history and theory; European and world history; art history; anthropology; natural history and the natural sciences; and commemoration and public history.

#### COURSE WORK/EXPECTATIONS

Course participation	10%
Reading responses	10%
Analytical Essay	10%
Exhibition Review	10%
Draft Exhibition	20%
Final Project	25%
Final Reflection Essay	5%

**Term:** Spring 2021

**Course Title:** History of California

**Course Number:** HIST 4412-01; -02

**Instructor:** Sean Dempsey, S.J.

**Modality: Online** (mix of synchronous and asynchronous)

**Course Description:** This course surveys the history of California, from the colonial period of the sixteenth century until the present day, with a special emphasis on the nineteenth and twentieth centuries. Topics/themes will include:

1) immigration and migration; 2) race, class, and gender in the formation of modern California; 3) the impact of economic transformations on californians; 4) the cultural history of California; and 5) the relationship of California's history to broader trends in U.S. and world history.

**Learning Outcomes:** Students will gain a broad knowledge of the history of California from several different vantage points: economic, cultural, political, racial, etc. Students will learn how present day California is the product of historical trends of both recent and long-standing origin. Moreover, students will improve their ability to think historically, analyze primary historical texts including in their own research, under the instructor's guidance), and write historiographically.

**Prerequisites:** A survey class in U.S. history will be helpful, but is not required.

**Required Texts (Tentative):** Kevin Starr, *California: A History* (2007 ed.)

Walter Mosley, *Charcoal Joe*

Benjamin Madley, *American Genocide*

Richard Reeves, *Infamy*

Additional readings on Brightspace

**Coursework:** There will be a required, 1 page written response due every class, based on the assigned readings and questions posted on Brightspace. In addition, students will complete two 5-7 page "analytical essay" projects based on a choice of the assigned texts. These reports will require that students place the literary (or cinematic) work in its broader historical context. A 12-15 page term paper is also required, which will involve primary historical research on a topic of the student's choosing. Finally, there will be a comprehensive final exam.

**COURSE TITLE:** Women in American History

**COURSE NUMBER:** HIST 4430

**SECTION TIMES/DAYS:** MW 4:00-5:30

**INSTRUCTOR:** Dr. Cara Anzilotti

**CORE AREA:**

**FLAGS:** Writing

**HISTORY CONCENTRATIONS:** Race, Gender and Culture

**Course Description (principle topics covered):**

This course explores the female experience in American history, from the colonial period to the present. We will consider the ways in which American women have visualized themselves and their role in the private realm of the household and in public life, and how they have contributed to fundamental changes in both spheres. In the process we will come to understand the critical role women have played in shaping the American past and influencing the present. Our inquiry will begin with the colonial period, where we will examine the multi-layered roles of Native American women and immigrants, both black and white. From these beginnings we will trace the experiences of American women in family life and public life, concerning ourselves with such diverse topics as marriage, sexuality, education, employment, legal rights and social activism. We will ask ourselves what it meant to be an American woman in the seventeenth, eighteenth and nineteenth centuries, and what it means today.

**Student Learning Outcomes:**

Students will think and write about gender to fully understand the various forces (economic, social, cultural, political) that shaped American women's lives from the colonial period until the present. Students will enhance their ability to read and analyze a variety of primary and secondary source material. Through in-class discussion, response exercises, in-class examinations and a formal research paper students will learn to interpret these sources, clearly articulate the arguments presented, become acquainted with relevant debates in the secondary literature and develop the skill to evaluate historical arguments. They will also further their ability to formulate their own arguments based upon the material assigned and present their findings effectively.

**Prerequisites/Recommended Background:** A basic understanding of American history.

**Required Texts:**

Laurel Ulrich, *Goodwives. Image and Reality in the Lives of Women in Northern New England 1650-1750.*

Deborah Gray White, *Ar'n't I a Woman? Female Slaves in the Plantation South*

Julie Jeffrey, *Frontier Women: "Civilizing" the West? 1840-1880*

Kathy Peiss, *Cheap Amusements. Working Women and Leisure in Turn-of-the-Century New York*

Ruth Rosen, *The World Split Open. How the Modern Women's Movement Changed America*

Additional readings on course Brightspace page

**Course Expectations:**

Active participation at Zoom sessions and participation in Brightspace discussion forums; five reading response papers on the monographs assigned (2-3 pages each); a research paper (approximately 20 pages); a midterm and final exam.

COURSE TITLE: Global Health in Africa

COURSE NUMBER: HIST4998

SECTION TIMES/DAYS: TR3:50-5:20

INSTRUCTOR: Devon Golaszewski

CORE AREA:

FLAGS:

HISTORY CONCENTRATIONS: Global Encounters, Economies, and Exchange; Race, Gender, and Culture

### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces students to the history of health interventions and international development in Africa. We will move chronologically and thematically, using historical methods to analyze changes in scientific technology and public health trends, from missionary medicine in the 19<sup>th</sup> century to mental health interventions and cancer treatment in the 20<sup>th</sup>, placing health issues and interventions in their historical context – including colonialism, decolonization, and the Cold War. The second part of the course will focus on contemporary themes such as family planning, HIV/AIDS, Ebola, and Covid-19. Throughout the semester, we will discuss the relationship between health interventions and coercion, between resource extraction and global health priorities, and between gendered family structures and strategies of seeking care. Our class will emphasize African responses to “global medicine.” Students will be introduced to the diverse meanings and practices of health and healing in Africa, such as public healing, and trace the human experience of care, such as family strategies to ensure conception, fertility, and safe childbirth. This course also uses gender and sexuality as consistent modes of analysis, both tracing changing concepts of gender and sexuality over time in relation to ideas about the body and health, and highlighting African women as central actors in the history of medicine.

### STUDENT LEARNING OUTCOMES

- Make connections between contemporary health issues and their historical antecedents.
- Recognize the major trends in international public health, and their relationship to global economic, political, and social conditions.
- Understand the diversity of concepts of health and well-being held by African individuals and communities, and the strategies by which they have and continue to seek to ensure well-being.
- Assess a variety of primary sources and historical interpretations offered in secondary literature.

### PREREQUISITES/RECOMMENDED BACKGROUND

None.

### REQUIRED TEXTS

Randall Packard. *A History of Global Health: Interventions into the Lives of Other People*. (Baltimore: Johns Hopkins University Press, 2016).

Other readings will be posted to Brightspace.

#### COURSE WORK/EXPECTATIONS

Students are expected to complete weekly readings and regular short reading response papers, and participate in class discussions. Students will also complete a midterm paper, and a final paper – students can either conduct historical research using primary sources, or write a history of a current health issue, using primary source material from a contemporary health organization.

COURSE TITLE: Indigenous Peoples and American History

COURSE NUMBER: Hist 5400

SECTION TIMES/DAYS: Mondays 6:30-9:30pm

INSTRUCTOR: Nicolas G. Rosenthal

CORE AREA: none

FLAGS: Oral Skills; Writing

HISTORY CONCENTRATIONS: Race, Gender, and Culture

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This seminar addresses recent scholarship on the history of the Indigenous Peoples of North America. While framed by the conditions of European and American settler colonialism, it focuses on Indigenous Peoples' active roles in negotiating and shaping modern North American culture and society. Weekly discussions will cover topics such as the theoretical foundations of settler colonialism, the contested North American West, Indigenous Peoples and California, Indigenous Nation histories, reservation struggles, American Indian activism, Native peoples and modern society, and how to write Indigenous Peoples into North American history.

A parallel component of the course discusses research methods, to guide students through the processes of choosing a topic and writing a research paper based on a combination of primary and secondary sources. Research projects will include several components, including a prospectus, individual feedback and consultation, rough draft, peer review, final copy, and class presentations.

#### STUDENT LEARNING OUTCOMES

Students will familiarize themselves with key topics, themes, and historical processes prominent in scholarship on the Indigenous Peoples of North America; develop strategies for reading secondary sources; build their critical thinking, reading, writing, and speaking skills; and create historical scholarship.

#### PREREQUISITES/RECOMMENDED BACKGROUND

Junior or Senior standing; History majors or minors

#### REQUIRED TEXTS

All required readings will be available electronically through the course Brightspace page and LINUS (Hannon Library) catalog, with the exception of materials for the research paper

#### COURSE WORK/EXPECTATIONS

As a 5000-level seminar and a capstone course for the History Major, this is a discussion-based course with a major research component. There are no lectures. Especially during the first half of the course, extensive reading and writing is required to prepare for active participation in class discussion. During the second half of the course, more time will be spent on research projects. **Please note that by curricular design 5000-level capstone seminars require more time and challenge students to practice skills beyond what is expected in 3000- and 4000-level upper-division courses.**

COURSE TITLE: Civil Rights Activism and Advocacy in the United States  
COURSE NUMBER: Hrs 2100 01 & 02  
SECTION TIMES/DAYS: MWF 9:30am-10:30am (01) and 11am-12pm (02)  
INSTRUCTOR: Nicolas G. Rosenthal  
CORE AREA: Honors Historical Analysis and Perspectives (EHAP)  
FLAGS: none  
HISTORY CONCENTRATIONS: Race, Gender, and Culture

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course examines the history of the United States and its place in the world through the lens of civil rights activism and advocacy, from the late-nineteenth century to the present. It traces the efforts by different groups to achieve and expand the full rights of United States citizenship, focusing on women, African Americans, and LGBTQ persons. Throughout the course we will ask a series of fundamental questions as we trace the experiences of these groups over time: What have been the conditions of these groups and what demands have they made for full citizenship in US society? What have been the different forms of activism and advocacy and how have they changed over time? How have their efforts been received and what changes have they made? What is the nature of these struggles today and how can we better understand them by examining this history? Since this is a survey class we will pay particular attention to how these efforts by different groups are contextualized within the broader changes of American society and culture.

#### STUDENT LEARNING OUTCOMES

Students will become familiar with key themes and historical processes related to the history of the United States generally and civil rights activism and advocacy specifically; analyze primary sources; understand that historical knowledge emerges from the interpretation of evidence; construct arguments about the past; value the complex process by which the present emerged from the past; and build their critical thinking, reading, writing, and speaking skills.

#### PREREQUISITES/RECOMMENDED BACKGROUND

none

#### REQUIRED TEXTS

Nancy Maclean, *The American Women's Movement, 1945-2000*.  
Readings posted to the Course Website.

#### COURSE WORK/EXPECTATIONS

This is a lecture- and discussion-based course, with an emphasis on the latter. In preparation for class, students will read and analyze primary sources, then classes will consist of interaction discussions of based on these primary sources, short lectures, film clips, and music. Students will write four essays based on these materials to further demonstrate their understanding of and expand on the course content.