

Course Descriptions: Fall 2024

Course Title: People & the Environment

Course No. & Section: FFYS 1000 (2 sections)

Section Times: Tuesday and Thursday 9:55am-11:35am OR 11:50am-1:30pm

Instructor: Nicolas G. Rosenthal

Core Attributes: First-Year Seminar

Course Description (principal topics covered):

This First-Year Seminar will introduce students to the field of environmental history. At the most basic level, environmental historians **study the relationship of people to the environment**. Some environmental historians emphasize culture and intellectual themes, exploring the ways that people think about the natural world and how that is connected to the ways that they shape it. Others privilege the economic foundations of environmental relationships, focusing on how human beings get subsistence, comfort, and wealth from the environment. Still others focus on the politics and policy of human relationships with their environment, covering topics such as environmental activism and government regulation. This course will explore these themes within a historical context, focusing on North America. Our topics will include Indigenous societies, European colonization and settlement, urbanization and industrialization, conservation and environmentalism, and contemporary environmental issues in historical perspective.

Student Learning Outcomes:

Through its focus on a particular topic and with 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 learn how to read texts carefully and critically, analyze scholarship, and develop their own arguments in writing and speech. These skills will serve students throughout their coursework at LMU and in their lives beyond the University.

Prerequisites/Recommended Background:

None

Required Texts:

To Be Announced

Course Work/Expectations:

Students are expected to play an active role in the course, by completing the assigned readings on time, attending class, participating in discussions, and consulting with the instructors on writing assignments. Grades will be based on a combination of attendance, writing assignments, and class participation. Please note that the format of this course is a **seminar**. This type of class emphasizes **small group discussion**, making it especially important that students are prepared for class and willing to contribute.

Course Title: HIST 1050: Modern World History

A course in global history from the “age of exploration” in the fifteenth century to the present, with a variety of encounters and exchanges, which transformed the cultures and societies of all those involved.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Fall 2024 MWF 10:50am-12pm

Fall 2024 MWF 12:15pm-1:25pm

COURSE TITLE: Ancient Mediterranean History

COURSE NUMBER: 1110-01, 1110-02

SECTION TIMES/DAYS: Section 1: TTh 8 – 9:40am, Section 2: TTh 9:55 – 11:35am

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. 1200BCE – 640CE). 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 in-person. All course materials apart from the textbook and sourcebook will be posted on Brightspace.

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

Ancient Mediterranean Civilizations: From Prehistory to 640 CE, Third Edition by Ralph W. Mathisen (Oxford University Press, 9780190080945)

Sources in Ancient Mediterranean Civilizations: Documents, Maps, and Images by Ralph W. Mathisen (Oxford University Press, 9780190280918)

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: **Revolutions in the West**
COURSE NUMBER: HIST 1204
SECTION TIMES/DAYS: Section 1, M/W, 8-9:40am
INSTRUCTOR: Raab

CORE CATEGORY: EHAP
FLAGS: None
HISTORY CONCENTRATIONS: HGEE

COURSE DESCRIPTION / PRINCIPAL TOPICS:

This course will explore political, social, economic, intellectual, and cultural currents in the development of “the West” from circa 1500 to the present. More specifically, we will use the notion of “revolution” as the prism through which we examine the political, religious, economic, social, and cultural transformations of the last five hundred years. Special emphasis will be on the question of change and continuity in Western history – in the Western worldview, in power relationships between people and groups of people (defined by confession, class, gender, nation, race, etc.) and in the ways that ordinary Europeans experienced the forces around them.

STUDENT LEARNING OUTCOMES:

This course combines instructor lectures with close discussion of texts (including images) and relevant historical debates, thereby creating a dynamic and interactive learning environment. The course emphasizes the development of critical thinking, analytical, and writing skills. At a minimum, students will take two examinations and write at least eight pages of finished historical analysis (in one or more formal papers). The course emphasizes reading assignments based on primary sources to encourage students to interpret the voices of the past.

PREREQUISITES / RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: Perry, Marvin et al. *Western Civilization: Ideas, Politics, and Society: Since 1400* 11th Edition.

COURSE WORK/EXPECTATIONS:

8-page essay
Midterm
Final

COURSE TITLE: Black Europe

COURSE NUMBER: HIST 1250 (CRN 40371)

SECTION TIMES/DAYS/PLACE: MWF 9:25 – 10:35 a.m. / UHall 3222

INSTRUCTOR: Elizabeth A. Drummond

CORE ATTRIBUTES: Historical Analysis & Perspectives (EHAP)

HISTORY CONCENTRATIONS: Public & Applied History (HPAH) / Race, Gender, and Culture (HRGC) / Global Economies, Encounters, and Exchange (HGEE)

COURSE DESCRIPTION / PRINCIPAL TOPICS: While many people think of Europe as a white space and Europeans as white, Africans and people of African descent have been present in Europe since antiquity. Although their numbers have been relatively small until recently, they have made important contributions to European history – and this history has been the focus of a vibrant new field in European history. In Black Europe, we will focus on the historical experiences of Africans and people of African descent in Europe, examining their experiences in the broader context of historical developments in Europe and through a framework that considers race and Blackness as key analytical categories. We will also consider how an analysis of the African diaspora that includes Europe contributes to and even challenges our understanding of that diaspora and of Blackness and Black Studies, including the ties that bring together Africa, the Americas, and Europe. Topics will include: Africans in the ancient Mediterranean; images of Blackness in medieval early modern literature and art, the Atlantic slave trade, Blacks serving in early modern courts, the age of revolutions (especially the Haitian Revolution) and racialized understandings of liberty, abolitionist movements, travel by African American intellectuals in Europe, the “new imperialism” in Europe, ethnographic shows, “primitivism” in modern art, African migration to Europe, Black soldiers in World War I and World War II and the occupations that followed, African American entertainers in Europe in the interwar period, Black victims of Nazi Germany, postwar migration, the civil rights movement in Europe, and contemporary issues related to Afro-Europeans and Black Lives Matter.

STUDENT LEARNING OUTCOMES: Using a variety of primary and secondary sources, we will explore a variety of issues in Black European history, with a focus on the significance of race in European history. In focusing on Black European history, we will learn about the discipline of history – as the rigorous study of human experiences, interactions, and relationships as they change over time, with an emphasis on evidence-based interpretation and analysis. We will also *do* history: we will develop and discuss key questions; we will read and analyze a variety of primary sources to analyze developments in European history; we will analyze a variety of secondary sources to understand the nature of historical interpretation and argumentation; and we will develop and defend our historical arguments, using a variety of sources as evidence to support their claims. In doing history, we will develop our abilities to read and analyze texts and to present our ideas clearly in a variety of different formats – in both writing and speaking, for both scholarly and lay audiences.

PREREQUISITES / RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS (tentative)

1. Olivette Otele, *African Europeans: An Untold History* (ISBN 9781787381919)
2. Trevor Getz & Liz Clarke, *Abina and the Important Men* (ISBN 978-0197762189)
3. Additional primary and secondary sources will be posted to the course site.

COURSE WORK/EXPECTATIONS (tentative)

Regular, engaged, and thoughtful contributions in class and on Teams

Series of History Lab exercises

Midterm and final projects in the form of virtual exhibitions

COURSE TITLE: COLONIAL LATIN AMERICA
COURSE NUMBER: 1700.01 and 1700.02
SECTION TIMES/DAYS: TR 1:45pm-3:25pm
INSTRUCTOR: Margarita R. Ochoa, Ph.D.

CORE AREA: EHAP

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

COURSE DESCRIPTION/PRINCIPAL TOPICS:

In 1492, Columbus sailed the ocean blue and... discovered or destroyed, conquered or civilized the Americas. From the very beginning, not only the magnitude, but also the meaning of the conquest of the Americas has been a point of controversy and acclaim. The history of colonial Latin America, however, does not begin in October 1492. Indigenous tribes and empires inhabited North and South America for more than ten thousand years prior to the arrival of Europeans on the shores of the Caribbean islands. **This course surveys the history of colonial Latin America from the period just before the Spanish and Portuguese invasions through the Wars of Independence (1428-1825).** We will concentrate on three key geographic areas of examination: **Mesoamerica**, home to the highly structured societies of the Olmec, Maya, and Mexica (among many others), and later the center of Spanish control in its northern kingdoms as the Viceroyalty of New Spain; **the Andes**, land of the Inca Empire and diverse sets of Andean societies, and home of the Viceroyalty of Peru, the center of Spanish power in its southern kingdoms; and, **Brazil**, a vast region of diverse peoples, and later the center of Portuguese presence in the Americas. The topics include conquests; Indigenous genocide, resistance, and collaboration; the Catholic Church; colonial law and legal culture; racial mixture; the Trans-Atlantic Slave Trade; manumission; the Manila galleons; women; silver mining; and independence. The course will ultimately challenge students to think beyond contemporary stereotypes and simplistic histories of Latin America and its people, teaching them to understand Spanish Americans, Portuguese Americans, Blacks, Asians, Natives, and *castas* (mixed-race persons) as purposeful agents in the development of colonial society.

STUDENT LEARNING OUTCOMES:

After taking this course, students will have a good understanding of the history of colonial Latin America and major debates about colonial topics. Students will have improved their abilities to think historically, to reason critically, and to communicate clearly and effectively.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

Matthew Restall, *Seven Myths of the Spanish Conquest*
Matthew Restall and Kris Lane, *Latin America in Colonial Times* (2nd edition)

COURSE WORK/EXPECTATIONS:

Reading and Discussion	30%
Research paper:	30%
Midterm and Final exams:	40%

COURSE TITLE: Introduction to History
COURSE NUMBER: 1995
SECTION TIMES/DAYS: T 9:55am-11:35am (Section 1)
M 1:45pm-3:25pm (Section 2)

INSTRUCTOR: Margarita R. Ochoa, Ph.D.

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course introduces students to the History program, to LMU, and to the various opportunities available to them. Topics include: academic planning and the development of individualized four-year plans; the History curriculum, including the concentrations and how to put together an integrated curriculum; an introduction to the discipline of history in preparation for the 2000-level methods and historiography seminar; opportunities for undergraduate research, global learning, and national and international fellowships; and career pathways. Students will also complete an oral history interview and set up an ePortfolio. Student ePortfolios will be developed over the course of their time at LMU.

STUDENT LEARNING OUTCOMES:

1. Students will build a cohort community in the department.
2. Students will demonstrate an understanding of the discipline of history, as distinct from mere content or chronology, as well as the different approaches within the discipline.
3. Students will demonstrate an understanding of the History curriculum, including the option for concentrations, and will develop an initial academic plan.
4. Students will demonstrate an understanding of some of the research opportunities available to them on campus, such as the Inclusive History and Images Project, and will develop strategies to integrate IHIP and other research opportunities into their academic plans.
5. Students will set up an ePortfolio.

PREREQUISITES/RECOMMENDED BACKGROUND:

History majors and minors only.

Required for first semester (first year and transfer) History majors.

REQUIRED TEXTS:

Katherine Pickering Antonova, *The Essential Guide to Writing History Essays* (Oxford, 2020).

Readings, podcasts, and videos posted on Brightspace.

COURSE WORK/EXPECTATIONS:

Students will be expected to participate in class discussions, complete readings and activities related to weekly topics, complete an oral history group project, and create an ePortfolio.

COURSE TITLE:	Telling History in Public
COURSE NUMBER:	HIST 2910 (CRN 40385; fulfills the 2000-level seminar requirement)
SECTION TIMES/DAYS/PLACE:	MW 11:50 a.m. – 1:30 p.m. / UHall 3442
INSTRUCTOR:	Elizabeth A. Drummond
CORE ATTRIBUTES:	Engaged Learning (LENL)
HISTORY CONCENTRATIONS:	Public & Applied History (HPAH)

COURSE DESCRIPTION / PRINCIPAL TOPICS

History 2910 Telling History in Public introduces students to the study of history, including historical method, the writing of history, and historical interpretation, with a particular focus on the field of public history. Public history refers to those aspects of historical work that engage the public with the past, including both the study of public narratives about the past and the practice of public history. This course will focus on how historians craft complex narratives for broad audiences and in the public sphere. We will explore the various ways that we think about, interpret, remember, and represent the past, including in documentary and feature films, in popular histories, in historical fiction, in graphic novels, in museums, through monuments and memorials, through heritage tourism, through websites, and so on. In doing so, we will engage questions about the intersections of history, memory, and identity – about how the representations of the past inform our understanding of contemporary issues. We will also engage in the practice of public history – identifying appropriate sources, reading critically and analyzing sources, and developing and defending (using evidence appropriately) arguments in writing and speech, paying particular attention to audience, narrative, and representation. The thematic focus will be on telling “difficult histories,” including of slavery, empire, and genocide – at the local, national, and global levels.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the nature of public and applied history, as related to and distinct from academic history. 2. Students will demonstrate an understanding of key debates about and in public history, including questions of audience, shared authority, and representation. 3. Students will use a variety of primary sources to analyze historical developments, as well as public narratives and representations of historical developments, especially around the “difficult histories” of slavery, empire, and genocide. 4. Students will analyze a variety of secondary sources to understand the nature of historical interpretation and argumentation, as well as how historians “do” public history. 5. Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, using a variety of sources as evidence to support their claims. 6. Students will develop their abilities to present their ideas clearly in a variety of different formats – in both writing and speaking, for both scholarly and lay audiences. 7. Engaged Learning: Students will analyze the public uses of history and themselves engage the broader public through group and individual research projects.

PREREQUISITES / RECOMMENDED BACKGROUND: History majors and minors only.

REQUIRED TEXTS

1. Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, *Introduction to Public History: Interpreting the Past, Engaging Audiences* (ISBN 9781442272224)
2. Katherine Pickering Antonova, *The Essential Guide to Writing History Essays* (ISBN 9780190271169)
3. Additional primary and secondary sources will be posted to the course site.

COURSE WORK/EXPECTATIONS (tentative)

Regular, engaged, and thoughtful contributions
 Series of History Lab exercises
 Public history projects

Course Title: US Environmental History: Environmental In/Justice & Activism in Historical Perspective

Course No. & Section: Hist 3452

Section Times: Tuesday and Thursday, 1:45-3:25pm

Instructor: Nicolas G. Rosenthal

Core Attributes: Interdisciplinary Connections (Integrations Level)

History Concentration: Race, Gender, and Culture; Environment, Science, and Technology

Course Description (principal topics covered):

Grounded in US Environmental History – which examines relationships between humans and the environment and how they change over time, as well as the role of the environment in social, cultural, and political history – this upper-division course focuses on environmental inequalities and movements for environmental justice, with particular attention to BIPOC, women, and working-class populations. Organized topically, it moves roughly chronologically. It also serves as a conversation between the present and the past, by asking how historically developed environmental inequalities and environmental justice movements inform an understanding of our world.

Student Learning Outcomes:

Students will familiarize themselves with key topics, themes, and historical processes related to environmental history; develop strategies for reading and summarizing secondary sources (historical scholarship); connect historical knowledge and scholarship to the analysis of ongoing environmental issues; build their critical thinking, reading, writing, and speaking skills; and emerge from this class understanding the relationships people have with the environment today as the result of long historical processes.

Required Readings

To Be Announced

Prerequisites/Recommended Background:

Lower-division courses in US History are recommended but not required.

Course Work/Expectations:

Students are expected to play an active role in the course, by completing the assigned readings on time, attending class, participating in discussions, and consulting with the instructor on writing assignments. Evaluations will be based on a combination of exams, writing assignments, and class participation.

COURSE TITLE: WOMEN IN COLONIAL LATIN AMERICA

COURSE NUMBER: 3702 [*cross-listed* Catholic Studies and Women's & Gender Studies]

SECTION TIMES/DAYS: TR 3:40pm-5:20pm

INSTRUCTOR: Margarita R. Ochoa, Ph.D.

CORE AREA: IINC (Interdisciplinary Connections)

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

COURSE DESCRIPTION/PRINCIPAL TOPICS:

Scholars and activists frequently claim that the current status of women in Latin America stems from a colonial legacy of gender oppression and sexual repression. And yet, the status of women has changed substantially, not always for the better, since the colonial period. Similarly, sexuality in the colonial period contradicts modern notions of an evolution of sexual constraints constructed through public and private divisions of social space. This course examines the history of women—**Spanish, Portuguese, Indigenous, African**, and **casta** (mixed race)—as well as the sources, methodologies, and theoretical approaches used to uncover their histories. The readings represent the wide range of ethnic, racial, class, and geographic distinctions among colonial women and emphasize the importance of using diverse approaches in the reconstruction of women's history and culture. The course ends with an analysis of how female figures from the colonial period, such as **La Malinche** and the **Virgin of Guadalupe**, have been incorporated into modern political agendas by intellectuals and political activists.

STUDENT LEARNING OUTCOMES:

After taking this course, students will have a nuanced understanding of the history of women in colonial Latin America and major debates about their roles in colonial society. Students will have also improved their abilities to think historically, to reason critically, and to communicate clearly and effectively.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*

Kimberly Gauderman, *Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America*

Michelle A. McKinley, *Fractional Freedoms: Slavery, Intimacy, and Legal Mobilization in Colonial Lima*

Margarita R. Ochoa and Sara V. Guengerich, eds. *Cacicas: The Indigenous Women Leaders of Spanish America*

COURSE WORK/EXPECTATIONS:

Reading and Discussion	30%
Research paper:	30%
Midterm and Final exams:	40%

COURSE TITLE: **A History of NATO, 1945 to the present**
COURSE NUMBER: HIST 3998
SECTION TIMES/DAYS: Section 1, M/W 9:55-11:35
INSTRUCTOR: Raab

CORE CATEGORY: None
HISTORY CONCENTRATIONS: Law, Politics, and Society

COURSE DESCRIPTION / PRINCIPAL TOPICS

In light of the war in Ukraine, the North Atlantic Treaty Organization has been continuously in the news. Ukraine, in looking for long-term protection from Russian aggression, has applied for membership in an organization originally designed to protect the West from a state of which Ukraine was a member. The paradox highlights the tricky geopolitical position NATO finds itself in.

This course explores the history of NATO from its founding right after World War II to its expansion after the collapse of the Soviet Union. It examines its origins in the context of the Truman Doctrine and explores initial concerns with its creation. With the Warsaw Pact in 1955, NATO had an identifiable counterpart so the course looks at the developing relations between these two organizations through détente in the 1970s until Gorbachev came to power in 1985. With the slow collapse of communism in Eastern Europe and the Soviet Union, NATO had to engage in nimble diplomacy during the perestroika years. The course examines NATO's actions during these unsettled years and then looks at how the organization re-invented itself in the 1990s after its raison d'être vanished. The expansion of NATO into eastern Europe in the 1990s, including its role in former Yugoslavia, was met with deep concern by the Russians and many argue that this expansion is a root cause of the war in Ukraine. The course explores these new post-Cold War tensions by ending with a focus on Ukraine's ambitious and contentious bid for membership in an organization many believed should have been dissolved in 1991.

STUDENT LEARNING OUTCOMES

The course is intended to introduce students to primary sources involved in politics, diplomacy and the Cold War. We will use a variety of primary sources –political memoirs, diplomatic exchanges, films , etc. – to help us understand how NATO evolved and developed since the end of World War II.

PREREQUISITES / RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

All texts will be available on Brightspace

COURSE WORK/EXPECTATIONS:

Students will be required to write a 12-page research paper, present an oral presentation, write short response papers, a mid-term, and a final.

COURSE TITLE: Global History of Food

COURSE NUMBER: HIST 5400.01

SECTION TIMES/DAYS: Tuesday 6:00 p.m.-9:20 p.m.

INSTRUCTOR: Professor Constance Chen

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

COURSE DESCRIPTION/PRINCIPAL TOPICS:

Using interdisciplinary methodologies, this senior seminar will explore the ways in which food has the power to both shape and reflect cultural, socioeconomic, religious, and political realities within a transnational context. During the course of the semester, we will critically analyze topics such as food rituals and notions of civility, colonialism and the globalization of trade, immigrant communities and the development of food culture, gender and the political economy of food, industrial farming and the ethics of agribusiness, fair trade and labor issues, and the construction of national identities through culinary traditions, among others.

STUDENT LEARNING OUTCOMES:

To acquire an understanding of the histories and meanings of food within and across cultural communities and geographical boundaries; to analyze and discuss a diverse array of primary and secondary documents and sources to gain an in-depth comprehension of the different approaches and methodologies that have been used to examine the ideological, cultural, and political roles of food; and to synthesize and evaluate the information presented to develop independent points of view regarding the significance of foodways for issues of race, gender, and class throughout historical time and space across global societies.

PREREQUISITES/RECOMMENDED BACKGROUND:

Lower- and/or upper-division history classes are recommended.

REQUIRED TEXTS:

Readings will include selections from *Food and Culture* (1997), *Sweetness and Power: The Place of Sugar in Modern History* (1986), *Black Rice: The African Origins of Rice Cultivation in the Americas* (2002), *The Spice Route: A History* (2005), *Chop Suey, USA: The Story of Chinese Food in America* (2014) as well as other scholarly writings and primary documents.

COURSE WORK/EXPECTATIONS:

Students will be evaluated on the basis of their attendance and participation, in-class presentations, analytical essays, and a lengthy research project based on primary sources as well as additional assignments and activities designed to delve further into the course topics and themes.