

**COURSE TITLE: The Chinese Economy: Past and Present**  
COURSE NUMBER: HIST 3810  
SECTION TIMES/DAYS: **TR 11:20 am - 12:50 pm, UNH 4766**  
INSTRUCTOR: Dr. Meng Zhang

CORE: IINC (Interdisciplinary Connections); Flag: Quantitative Literacy

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

China today is engaged in a simultaneous economic, institutional, and societal reform. Although the PRC era is often portrayed as a sharp departure from the past, careful examinations reveal important continuities from China's imperial history and indicate that the characteristics of the Chinese economy and its future development should be understood not only from a post-1978 standpoint but as part of a much longer historical process. This course provides a framework that is rooted in both PRC history as well as the long-term historical processes that continue to influence the path of China's development.

The course's wider agenda is to consider the extent to which China's development experience can challenge our analytical understanding of the foundations of market systems and the process of institutional change. What can the Chinese case tell us about the relationship between property rights and growth? What role has the Chinese state played in fostering development, and how should we understand the role of the state in market systems more generally? How has international integration influenced domestic change in China, and what will be required for China to foster a globally competitive and environmentally sustainable economy? From the works of historians, economists, political scientists, and sociologists, students will learn interdisciplinary approaches to critical issues in the globalizing economy and develop the critical skills of historical analysis and quantitative reasoning.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

#### REQUIRED TEXTS.

- Barry Naughton. *The Chinese Economy: Adaptation and Growth*, 2nd edition (MIT Press, 2018)
- Additional required readings will be available as PDFs

#### COURSE WORK/EXPECTATIONS

- Participation 15%
- Oral presentation 15%
- Two essays 40%
- Final research project 30%

COURSE TITLE: Law and Society in Medieval Europe

COURSE NUMBER: HIST 4150

SECTION TIMES/DAYS: W 4:20-7:20

INSTRUCTOR: Anthony Perron

CORE AREA/FLAGS: None

HISTORY CONCENTRATION FIELD(S): HLP5

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will examine the history of law in the West from antiquity to the later Middle Ages. Our focus will be both on the development of legal ideas and institutions and on the social role of law. We will ask such questions as whether law in any given setting is revolutionary or conservative (promoting change or preserving a status quo), and how much law might reflect social reality, echo fears and anxieties, or advance prescriptive ideologies. The course will begin with a close examination of law in the Roman Empire and its "barbarian" and Byzantine successor states, along with the emergence of a distinct church law in Late Antiquity. We will then study three distinctive early-medieval legal cultures: the Carolingian Empire, the kingdoms of Anglo-Saxon Britain, and the Viking commonwealth of Iceland. Central themes in the early part of the class include the relationship of law to justice on the one hand and to power and violence on the other, and the recourse to extrajudicial means of dispute resolution such as vengeance and feud. Our focus will then shift to the "legal revolution" of the twelfth and thirteenth centuries, highlighting several phenomena: the elaboration of the church into a vast system of courts, the use of law by ambitious kings who sought to reconcile their claims to sovereignty with the continuing pull of custom, and the question of "legal rationality" posed by the abandonment of the judicial ordeal and the formulation of new methods of proof such as inquisition. The course will close with two chapters in late-medieval legal history: the use of law as an instrument of ethnic and religious segregation on the expanding European periphery and the proliferation of urban law. Primary-source readings for HIST 4150 consist not simply of laws proper and works of legal philosophy, but also narratives of justice in action to give a human face to the study of jurisprudence. At the same time, our discussion of legal sources will be informed throughout by a consideration of recent scholarship on each of the periods and phenomena we study.

STUDENT LEARNING OUTCOMES: Students will learn to read primary texts with a sensitivity to change and context, understand the basic turning points of Western legal thought from the Roman Empire to the later Middle Ages, come to appreciate the interplay between law and social history, and gain proficiency in discussion, research, and written communication.

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

REQUIRED TEXTS: Readings will be posted on Brightspace as PDF files.

COURSE WORK/EXPECTATIONS: Short weekly papers on assigned readings, midterm exam, research paper.

**Term:** Fall 2019

**Course Title:** History of California

**Course No. & Section:** Hist 4412 01 and 02

**Section Times:** MW 8-9:30 and 9:40-11:10

**Instructor:** Dr. Nicolas G. Rosenthal

**Core Attributes:** Writing Flag

**History Concentrations:** Race, Gender, & Culture

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

This course surveys the history of California from the sixteenth century to the end of the twentieth century. Thematically, it highlights 1) migration and immigration; 2) the transformations of the state's economy; 3) how race, class, and gender mitigate historical experiences; 4) California's unique culture and the perception of that culture; 5) and the shifting relationships between California, the American West, the United States, and the world.

**Student Learning Outcomes:**

Students will gain an understanding of the social, cultural, political, and economic trends that have defined California; understand that historical knowledge emerges from debates over the interpretation of evidence; read and evaluate scholarship; see the present as the result of ongoing historical processes; and improve their abilities to read, write, and speak.

**Prerequisites/Recommended Background:**

Survey courses in United States history are recommended but not required.

**Required Texts:**

Nathanael West, *Day of the Locust*.

Gretchen Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community*.

Nina Revoyr, *Southland*.

Additional readings posted to Brightspace.

Additional reading for the paper assignment.

**Course Work/Expectations:**

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

**Term:** Fall 2019

**Course No. & Section:** History 4433

**Course Title:** Health and Disease in American Culture

**Flags:** Information Literacy

**Section Time:** Tuesdays, 4:20-7:20pm

**Instructor:** Dr. Carla Bittel

**Course Description:**

Recently, Americans are faced with new concerns about disease. While chronic illness looms large, diseases like Zika, Ebola, influenza, and AIDS/HIV have forced the public health system to solve new problems and revisit older questions about the spread of infectious disease. Certain conditions, such as obesity, are now labeled as diseases, while addictions are described in epidemic terms. Some diseases, once considered private matters, now receive great public attention. Americans' responses to illness tell us a great deal about the current political, cultural, and economic climate and the priorities of the nation.

This course explores the history of disease in American culture to understand how concepts and experiences of health and illness have changed over time. We will study how health and disease are not only biologically determined, but shaped by society and culture. We will pay special attention to how notions of race, class, and gender impacted healing practices and experiences of illness. We will also place concepts of health and disease at the center of American history to illuminate broader changes in social values.

We will move chronologically from the colonial era to the present, learning American history and medical history in tandem to establish context. At the same time, we will focus on a disease or group of diseases each week, using them to magnify broader issues. Students will learn interpretive techniques and analytical perspectives by reading historians of medicine, but we will also examine a number of primary sources to access voices and imagery from the past.

**Learning Outcomes:**

To acquire an understanding of the history of medicine within social, cultural, political, and economic context; to gain knowledge of the diverse experiences of illness in the past; to learn about the multiple historical meanings of health and illness; to analyze and interpret primary source materials; to think critically about images and texts; to write analytical essays.

**Prerequisites/Recommended Background:**

Some background in history recommended.

**Required Texts/References (subject to change):**

Judith Walzer Leavitt and Ronald L. Numbers, eds., *Sickness and Health in America: Readings in the History of Medicine and Public Health* (1997).

Joan Jacobs Brumberg, *Fasting Girls: A History of Anorexia Nervosa* (2000).

Alan M. Kraut, *Silent Travelers: Germs, Genes, and the Immigrant Menace* (1995).

Susan K. Kent, *The Influenza Pandemic of 1918-1919, A Brief History with Documents* (2012).

Keith Wailoo, *How Cancer Crossed the Color Line* (2011).

\*Additional primary source readings and secondary articles/excerpts posted on MYLMU Connect.

**Course Work/Expectations:**

Students will be evaluated through a combination of exams, writing assignments, class participation, and presentations.

**COURSE TITLE: The Palestine/Israel Conflict**

**COURSE NUMBER: HIST 4540 (01)**

Cross-listed Course Numbers: JWST 4998 (01); POLS 3998 (03)

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

**INSTRUCTOR: Najwa al-Qattan**

**FLAGS: Writing**

### **COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course will examine the history of the Palestine/Israel conflict from its late nineteenth century beginnings through the founding of the state of Israel in 1948 and up to the present. The course will be thematically organized with a focus on historical debates and historiographic issues and will take a multi-disciplinary approach. The assignments will make use of scholarly, literary, and visual materials.

### **STUDENT LEARNING OUTCOMES**

The course has the following objectives: (1) to familiarize students with the broad history of the conflict (and the regional and international contexts in which it has developed); (2) to expose students to different perspectives on and narratives (and narrative genres) of the conflict; (3) to raise historiographic questions, particularly relating to nationalism (and religion) and the writing of history. The conflict has led to much war, bloodshed and (failed) diplomacy; it has at the same time generated intense ideological debates, striking interdisciplinary scholarship, and powerful literary and artistic expression. It thus offers students a marvelous opportunity to explore scholarship across several disciplines (history, political science, anthropology, gender studies, etc.), and to debate pressing questions regarding nationalism, religion and politics, and the role of memory and morality in history.

### **PREREQUISITES/RECOMMENDED BACKGROUND**

None

### **REQUIRED TEXTS**

Charles D. Smith, *Palestine and the Arab Israeli Conflict*, 8<sup>th</sup> edition.  
Primary sources and scholarly articles {Brightspace}.

### **COURSE WORK/EXPECTATIONS**

The following are the requirements: (1) attendance and participation; (2) five short essays; (3) a novel review; (4) an analytic or historiographic term paper; (5) a final exam.

**Term:** Fall 2019

**Course Title:** Urban America

**Course Number:** HIST 4998-02

**Time:** TR 2:40-4:10pm

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

**Course Description:** This course surveys the history of the modern American city, from the post-Civil War period until the present day, with a special emphasis on major metropolitan regions such as New York, Chicago, and Los Angeles. Topics/themes will include:

1) immigration and migration and the growth of U.S. cities; 2) race, class, and gender in the formation of modern American cities, including issues of segregation; 3) the impact of economic transformations on urban America; 4) the cultural history of cities, including religion; 5) urban social/political movements; 6) suburbanization and the growth of the Sunbelt; and 7) the relationship of urban history to broader trends in U.S. and world history.

**Learning Outcomes:** Students will gain a broad knowledge of the history of urban America from several different vantage points: economic, religious, cultural, political, racial, etc. Students will learn how present day American cities are 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:** Some coursework in post-Civil War U.S. history will be very helpful, but is not strictly required.

**Required Texts (Tentative):**

Thomas J. Sugrue, *The Origins of the Urban Crisis*

Kenneth Jackson, *Crabgrass Frontier*

William Cronon, *Nature's Metropolis*

Jane Jacobs, *The Death and Life of Great American Cities*

(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 Blackboard. In addition, students will complete two 5-6 page "analytical essay" projects based on a choice of the assigned texts. These reports will require that students place the course readings in a 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: Fake News in Russian History

Course Number: HIST5000 01

Section Times/Days: T/Th 2:40-4:10

Instructor: Nigel Raab

**Course Description/Principal Topics:**

From Imperial through Soviet times, this course explores how the central authorities in Russia have attempted to control the flow of information through a mixture of censorship and the production of false information. It will explore censorship laws in the nineteenth century, the visual propaganda efforts of the Soviet era, and explain the limits of propaganda in both eras – despite evident restrictions, much could still be said. While one often thinks of the tsars and communist leaders as all-powerful, dissidents always had ways to circumnavigate the official narrative. Students will also see how censorship and propaganda techniques differed immensely in the tsarist and communist period thus challenging standard stereotypes about Russia. The course will end by looking at contemporary Russian phenomena and place the regime of Vladimir Putin in a historical perspective.

**Student Learning Outcomes:**

Students will write a major research paper based on primary sources, do an oral assignment and write a midterm. They will read books such as *The Commissar Vanishes* which shows how the Soviet government visually erased individuals from public history. We will also read Charles Ruud's history of Imperial Russian censorship to understand how the tsars controlled and manipulated information. Travellers' reports from the early nineteenth century will give a sense of how foreigners perceived the flow of information. 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 global issues from the perspective of the foreign policy of the world's largest country, the country with the world's largest nuclear arsenal. Students 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 and political science, 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: Research Paper, Oral Presentation, Midterm, Draft Review of Research Papers