

TERM: Spring 2020

COURSE TITLE: Modern World History

COURSE NUMBER: HIST 1050

SECTION TIMES/DAYS: TR 9:40 – 11:10; TR 2:40 – 4:10

INSTRUCTOR: Jesse Sadler

CORE AREA: Explorations: Historical Analysis and Perspectives

### COURSE DESCRIPTION/PRINCIPAL TOPICS

The course begins at the dawn of the truly global world. When Christopher Columbus reached the Americas in 1492, the world's cultures became connected in a way that had never before occurred. Beginning in the sixteenth century, people in the Americas, Europe, Africa, Asia, and Oceania grew increasingly interconnected and dependent upon each other. Through expanding empires and developing global trade networks, individuals across the world came into contact with new kinds of people, ideas, beliefs, animals, plants, food, and manufactured goods. The course will discuss these early interactions and the consequences of this interconnected world up to the late twentieth century through a world historical lens that will focus on the experience of non-Western peoples. Through both secondary literature and primary sources, the course will investigate themes such as the development of capitalism and the rise and decline of empires, as well as cultural changes that affected the common woman and man as much as kings and queens. At all points emphasis will be placed on historical thinking and trying to better understand past cultures rather than memorization of facts, figures, and dates.

### STUDENT LEARNING OUTCOMES

Students will be able to identify and explain the key issues, events, and people in modern World History. More importantly, the course will challenge students to think historically and analyze the criteria by which we interpret the past. Students will read and analyze a variety of primary sources and be exposed to historical scholarship through readings and lectures, learning how to evaluate historical arguments. Students will be asked to effectively use those source materials in their writing and be challenged to improve their analytical writing. Finally, students will build research skills through mapping projects and an unessay project.

### PREREQUISITES/RECOMMENDED BACKGROUND

None

### REQUIRED TEXTS

Readings will be available through the bookstore and library. Additional readings will be made available through Brightspace.

#### COURSE WORK/EXPECTATIONS

Mapping the world project

Analytical essays

Midterm and Final

Reading responses

Everything has a history unessay

COURSE TITLE: Power & Privilege in Modern Europe

COURSE NUMBER: HIST 1201

SECTION TIMES/DAYS:

HIST 1201-01: 10:20 am - 11:20 am      MWF      University Hall 3324  
HIST 1201-02: 11:30 am - 12:30 pm      MWF      University Hall 3324

INSTRUCTOR: Amy Woodson-Boulton

CORE AREA: EHAP

FLAGGED: NO

HISTORY CONCENTRATIONS: HRGC, HEST

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course explores the history of Modern Europe from the Renaissance to the present in terms of Europeans' encounters, real and imagined, with the rest of the world, real and imagined. We will consider European ideas of religion, magic, race and civilization as we study the emergence of the modern world through the Renaissance, the Reformation, the conquest of the New World, the Wars of Religion, the development of political absolutism and constitutionalism, the Scientific Revolution, the Enlightenment, Romanticism, the Industrial Revolution, Nationalism, Imperialism, global conflict, de-colonization, European Union, and globalization. How have authors like Shakespeare, Conrad, and Césaire helped to shape the Europe and the world by imagining encounters with Others? How did gender and class operate in Europe and its colonies? How did Europeans invent and deploy categories like savage, magic, civilized, religion, and race? How did colonized peoples react, resist, and redefine those ideas?

STUDENT LEARNING OUTCOMES

This course aims to meet the Core Historical Analysis and Perspectives learning outcomes:

- Students will know the chronological sequence and geographical framework appropriate to the subject matter of the course.
- Students will be able to analyze primary sources of multiple varieties and distinguish them from scholarship (secondary sources).
- Students will understand that historical knowledge emerges from debates over the interpretation of evidence.
- Students will learn to construct arguments about the past based on evidence and utilizing critical language appropriate to the subject matter and discipline of history.
- Students will value the complex process by which the present emerged out of the past.

PREREQUISITES/RECOMMENDED BACKGROUND

None.

REQUIRED TEXTS

William Shakespeare, *The Tempest*; Joseph Conrad, *Heart of Darkness*; Aimé Césaire, *A Tempest*  
Other primary and secondary sources on Brightspace

COURSE WORK/EXPECTATIONS

Class Participation	10%
Reading Responses	10%
Two Deconstructed Essays	30%
One Finished Essay	25%
Second Essay or Final Examination	25%

TERM: Spring 2020

COURSE TITLE: Becoming America

COURSE NUMBER: Hist1300

SECTION TIMES/DAYS:

INSTRUCTOR: Jacoby

CORE AREA:

FLAGGED:

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course is an introductory survey of American history from the pre-Columbian period to the eve of the Civil War. It focuses on the interaction of Europeans, Native Americans, and Africans from first contact to circa 1850, focusing on the experiences of individuals and groups and examines their relationships to the broader structures of American society. In this course, specific attention is given to Native American societies, forms of conquests, coerced labor, developing economies, social hierarchies, and (of course) independence movements.

#### REQUIRED TEXTS

**Eric Foner, *Give Me Liberty!: An American History, Volume 1: To 1877*, 5<sup>th</sup> ed.** (New York: W.W. Norton & Company, 2017)

**Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave: Written by Himself***, Critical Edition, edited by John R. McKivigan and Peter P. Hinks (Yale University Press, 2016).

\*\*Note: Purchase not required. Available as an eBook via LMU Libraries

**William Devereell, Anne Hyde, *Shaped By the West, Volume 1: A History of North America to 1877*** (Oakland: University of California Press, 2018)

\*\*Note: Purchase not required. Available as an eBook via LMU Libraries

**COURSE TITLE: America and the Atlantic World, 1450-1850**

**COURSE NUMBER:** 1301-01 & 1301-02

**SECTION TIMES/DAYS:** TR 01: 1:00-2:30 / 02: 2:40-4:10

**INSTRUCTOR: McDonald**

**CORE AREA: EHAP**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

The events and processes initiated by the voyage of Columbus in 1492 transformed his contemporary world and fundamentally shaped the world we live in today. This course explores the development of the American colonies from an Atlantic world perspective, examining the circulation of people, goods, ideas, and even plants and germs, between the Old World of Europe and Africa, and the New World of the Americas, created as a consequence of the Columbian encounter. It focuses on America and the Atlantic World through the experiences of the men and women who inhabited it from the mid-fifteenth through mid-nineteenth centuries. The Atlantic Ocean itself functions as frontier, a zone of interaction, and as a powerful connector between profoundly differing cultures. The consequences of this process of cultural conflict and exchange will be the main focus of this course, and the results for Europeans, Africans, and Native Americans were uneven and often tragic. Students will explore varying methods and motivations of colonization, including the search for commodities, and comparative successes and failures. Major themes of the course will include the development of new societies and cultures; the development of various imperial systems and revolutions; the transatlantic slave trade and abolition movements; and especially, native encounters, resistance, struggle, and survival in an increasingly hostile imperial world.

**STUDENT LEARNING OUTCOMES**

Students will learn the chronological development of the Atlantic World from 1450-1850, including geographical coverage of Europe, Africa, and the Americas (including the Caribbean). Students will read and analyze a variety of different types of primary and secondary sources. Through in-class discussion, response exercises, in-class examinations, and formal papers, students will learn to examine, interpret, and analyze these sources. Students will also be exposed to historical scholarship in readings, lectures, and discussions, becoming acquainted with relevant debates in the secondary literature and learning how to evaluate historical arguments. Students should develop a better understanding of the contested nature of historical interpretation and the contingent nature of historical development. By studying multiple types of sources and multiple aspects of historical change (e.g., political, social, cultural, and economic), students will learn both how to craft their own historical arguments and how to engage with complex and multilayered explanations for historical development. In writing their own papers, students will learn how to marshal evidence in support of their own arguments. By the end of the course, students should have a fundamental understanding of the development of New World societies and cultures, including various social structures, economic development, and cultural life; immigration and labor, slavery and abolition; imperial rivalries; and independence and early national developments.

**PREREQUISITES/RECOMMENDED BACKGROUND**

None.

**REQUIRED TEXTS**

tbd

**COURSE WORK/EXPECTATIONS**

Quizzes/Discussion: 20%

Document Analyses: 20%

Essay: 20%

Midterm Exam: 20%

Final Exam: 20%

**Term:** Spring 2020

**Course Title:** The United States and the World

**Course #:** HIST 1400-01; 1400-02

**Time:** TR 9:30-11:10; 11:20-12:50

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

**Core:** EXP-Historical Analysis and Perspectives

**Course Description:**

This course is an introductory survey of the modern history of the United States, roughly from the time of the Civil War until the present day. It focuses on the experiences of groups and individuals and their relationships to the broader structures of United States society, by examining changes to American society over time, exploring their causes, and analyzing their consequences within a transnational (or global) context. The course also highlights several important themes that will help students better understand the ways in which the US and its place in the world changed over time, including: immigration and migration, industrialization and deindustrialization, globalization, race and race relations, gender and sexuality, and several others.

This course is a combination of lectures and classroom discussion, which will most often be based on the assigned reading (study questions will be provided ahead of time to help focus the discussion). Classroom participation is integral to the student's engagement with historical sources and the debates that surround them. Assigned readings and study questions emphasize primary sources as well as historiographical essays. Students will complete a midterm and final exam and write two book reports (3-5 pages each) and a longer research paper (8-10 pages) on a topic of their choice (in consultation with the instructor), in addition to the readings and study questions that will be due each time that class meets.

**Student Learning Outcomes:**

There are two major learning outcomes for this course. The first is a deeper understanding of both the chronology and major themes of U.S. history in the modern period, with a special emphasis on the global dimensions of this history. The second is a basic understanding of the craft of history, with special attention to the analysis of primary historical sources, as well as an understanding of how historians use evidence in order to understand and debate the meaning of the past.

**Prerequisites/Recommended Background:** None

**Required Texts (Tentative):**

Coates, Ta-Nehesi, *Between the World and Me*

Friedan, Betty, *The Feminine Mystique*

Appy, Christian, *Patriots: The Vietnam War Remembered from All Sides*

Additional readings on Brightspace.

**Course Work/Expectations:** Students are expected to attend the lectures, complete all assignments on-time (including readings, study questions, and papers), and participate actively in the classroom discussion. Grades will be based on a combination of two exams, two book reports, one research paper, and class participation.

**Term:** Spring 2020

**Course Title:** Modern Latin America

**Course Number:** 1750

**Section Times/Days:** MWF 9:10-10:10am  
MWF 10:20-11:20am

**Instructor:** STAFF

**Core Area:** EHAP (Historical Analysis and Perspectives)

**\*Cross-listed as CATH 1998**

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

This course explores the peoples, cultures, and politics of contemporary Latin American nations. Among the questions that students will grapple with are: What is Latin America? What are the historical roots of poverty, gendered violence, racism, and political instability in the region? What have been the roles of the U.S. and European nations in Latin American politics, economics, and society? What effect, if any, do drug cartels, gangs, and other forms of organized violence have on democratic institutions, national economics, and society? Why do the Catholic Church and religion maintain such influence in society and politics? Why do so many Latin Americans choose to migrate to the United States? And, lastly, what does it mean to be Latin American—Asian-Latino, Afro-Latino, Indigenous, European, Mestizo, Ladino—and why is Latin music and food so damn good? These and other important questions will be addressed in this course, through class activities, lectures, and independent research, as we cover the history of Latin America from Independence (roughly the 1820s, from Spain and Portugal) to the present day. The course will have a thematic approach and will shift continually between individual stories or individual nations and the broader movements and ideologies they illuminate.

**Prerequisites/Recommended Background:** None.

### **Student Learning Outcomes**

1. *Historical Knowledge:* To introduce students to a wide array of Latin American people, cultures, nations, and politics.
2. *Historical Thinking:* Students will work on evaluating historical evidence in order to understand of the concept of context, and to comprehend the meaning of change over time.
3. *Critical Reasoning:* Students will work on their abilities to formulate arguments based on evidence.
4. *Clear Communication:* Students will work on strengthening their abilities to communicate their ideas and arguments in writing styles that are coherent and reflective as well as analytical and grammatically correct.

### **Required Texts**

TBD

### **Coursework and Expectations**

Participation:	20%
Short Assignments:	20%
Research Project:	20%
Midterm and Final Exams:	40%

**COURSE TITLE: Modern Asia**  
COURSE NUMBER: HIST 1800 / ASPA 1998

**SECTION TIMES/DAYS:**

Section 01: TR 9:40-11:10 am, UNH 1775  
Section 02: TR 1:00-2:30 pm, UNH 3218

**INSTRUCTOR:** Dr. Meng Zhang

**CORE:** *Explorations: Historical Analysis and Perspectives (EHAP)*

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course introduces the political, socio-economic, and cultural history of East Asia from 1600 to the present. Shifting our focus away from nation-state chronologies, this course aims to trace major transformations of the region by exploring a variety of common themes and questions in East Asia's turbulent experiences with modernity. The transition from early modern (17<sup>th</sup> & 18<sup>th</sup> centuries) to modern (19<sup>th</sup> & 20<sup>th</sup> centuries) in East Asia was marked by the replacement of a China-centered regional order by the advent of western powers and the rise of imperial Japan, and the replacement of Confucian world views with a series of "-isms" that marked modern world history (nationalism, feminism, colonialism, imperialism, fascism, socialism, and communism). We will examine how such transformations played out in different areas of East Asia and affected them differently – some became recognizable nation states, others were submerged as uneasy frontiers, and still others remained or became strange outliers in the nation-state-dominated international landscape. This historical perspective will help us comprehend the contemporary structure and tensions in the region and the (re)rising of China.

**STUDENT LEARNING OUTCOMES**

After taking this course, students will have a good understanding of the historical context in which East Asia's modern transformation and geopolitical interactions have unfolded.

**PREREQUISITES/RECOMMENDED BACKGROUND:** None.

**REQUIRED TEXTS.**

- Charles Holcombe, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*, 2<sup>nd</sup> edition (Cambridge University Press, 2017).
- Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea: 1910-1945* (Cornell University Press, 2001).
- David C. Kang, *East Asia Before the West: Five Centuries of Trade and Tribute* (New York: Columbia University Press, 2010).

**COURSE WORK/EXPECTATIONS**

10% Participation  
20% Reading quizzes  
10% Essay  
35% Take-home mid-term and final exams  
25% Group research project and presentation



TERM: Spring 2020

COURSE TITLE: Race and Ethnicity in America

COURSE NUMBER: HIST 2410

SECTION TIMES/DAYS: Section 1: Tu/Th 11:20am - 12:50pm; Section 2: Tu/Th 1:00pm-2:30pm

INSTRUCTOR: Lauren Cole

CORE AREA: FND: Studies in American Diversity

FLAGGED: no

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course surveys how race and ethnicity have shaped United States history and people's lived experiences within and at the edges of the nation's boundaries from the mid-nineteenth century to the present. After developing an understanding of race and ethnicity as sociohistorical constructions, we will explore U.S. history chronologically and thematically to examine the ways people navigated racial and ethnic privilege and oppression. Subject matter may include colonialism, imperialism, law, policy, social practice, culture, labor, politics, migration, and immigration. We will also discuss how gender, sexuality, and citizenship have intersected with race and ethnicity in American history. These topics will be explored through lecture, discussion, primary and secondary sources, and documentary films.

#### STUDENT LEARNING OUTCOMES

Students will become familiar with the contours and themes of United States history from the mid-nineteenth century to the present through the lens of race and ethnicity; develop an understanding of how race and ethnicity have been socially constructed and have intersected with other categories of difference; learn how people and institutions have navigated racial oppression and racial privilege; learn how historical knowledge is created; develop analytical tools for interpreting the past through critical assessment of primary and secondary sources; and develop and practice analytical reading and writing skills.

#### PREREQUISITES/RECOMMENDED BACKGROUND

None.

#### REQUIRED TEXTS

Primary and secondary sources to be announced.

#### COURSE WORK/EXPECTATIONS

Students are expected to regularly attend class, complete reading and writing assignments on time, and regularly participate in class discussion. Course work will include- and student evaluations will be based on- a combination of writing assignments, exams, and class participation.