

TERM: Spring 2017

COURSE TITLE: CRIME STORIES: MORALITY, DEVIANCE, AND POPULAR CULTURE IN MODERN BRITAIN

COURSE NUMBER: 3252

SECTION TIMES/DAYS: 01 MW 2:20-3:50 University Hall 3316

INSTRUCTOR: Amy Woodson-Boulton

CROSSLIST: Irish Studies

CORE: IINC

Flagged: Writing

HIST Concentration: Race, Gender, and Culture (HRGC)

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

"Crime Stories: Morality, Deviance, and Popular Culture in Modern Britain" looks at how various types of visual literature and art -- fiction, film, painting, and advertising -- create and reflect social change through new forms, questions, and narratives. The course considers how fictional narratives relate to contemporary ideas about morality and deviance, helping to undermine, reimagine, or reinforce existing power structures. Students will enter into these issues by examining four distinct eras of British history through the distinctly British genre of detective fiction, supplemented with microhistory, cultural histories, social history, film, art, and short stories. By studying in detail the 1860s, the 1890s, the 1930s, and the 1960s, we will consider how and why such radical transformation took place, and the role of fictional narratives in that change, particularly in terms of gender, race, and class relations. Students read about the relationship between contemporary crime, newspaper reporting, and Wilkie Collins' development of detective fiction in the 1860s; look at Sherlock Holmes, Jack the Ripper, Oscar Wilde, and the creation of modern myths, heroes, and villains; read detective fiction by Dorothy Sayers, short stories about Empire, analyses of gender, sexuality, and advertising in the 1930s, and consider recent re-imagining of that period through Robert Altman's *Gosford Park*; and study the "Swinging Sixties" through James Bond, film, music, and the detective fiction of Ruth Rendell. What did morality and deviance mean in each period? What role does popular culture play in defining boundaries of acceptable behavior, and what role has detective fiction played in imagining who "polices" this?

#### STUDENT LEARNING OUTCOMES

Students will

- Demonstrate the ability to recognize and analyze similarities and differences between at least two disciplinary perspectives or modes of knowing: history, literature, film studies and cultural studies.
- 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.
- Understand and begin to explain the profound social, cultural, and political transformation of Britain and its empire across the 1860s, the 1890s, 1930s, and 1960s.
- Be able to relate historical and fictional narratives, and various methodologies to engage with cultural forms and explanations for historical change.
- Appreciate changing power relations in terms of gender, class, and race, and changing understandings of morality and deviance, respectability and crime, in modern Britain and/or Ireland.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS (additional sources on Brightspace; IRST students will choose Irish writers for final projects)

- Kate Summerscale, *The Suspicions of Mr. Whicher: Murder and the Undoing of a Great Victorian Detective*
- Oscar Wilde, *The Picture of Dorian Gray*
- Arthur Conan Doyle, selected Sherlock Homes stories
- Dorothy L. Sayers, *Strong Poison*
- John le Carré, *The Spy Who Came in From the Cold*

#### COURSE WORK/EXPECTATIONS

Class participation, 10%; discussion leader, 10%; 3 papers, 45%; research paper, 30%; proposal, 2.5%; bibliography & outline, 2.5%.

**Course Title: Human Rights in a Global Perspective: A Historical and Political Evaluation**

Course Number: HIST 3998, Section 01

Section Times/Days: T/Th 11:20am-12:50pm

Instructor: Nigel Raab and Jennifer Ramos

**Course Description/Principal Topics:**

This course merges the methodologies of the historian and the political scientist to explore how humans came to realize that human rights were actually something worth protecting. The course will begin by exploring the origins of human rights in the universal values of the Enlightenment before demonstrating how the concept took on additional meaning after the devastation of World Wars I and II. What had once been a philosophical idea became a cause worth protecting in the law books and between countries in the United Nations. The course will look at the Geneva Conventions and evaluate how the concept of human rights encouraged the awkward notion of a humanitarian approach to armed conflicts. It will also look at how the Nuremberg trials of Nazi war criminals led to the Universal Declaration of Human Rights in 1948. While the protection of human rights seems self-evident, this course also explores how rulers and political bodies have politicized it to shame their opponents, thus creating confusing situations at odds with the original ideal. Students will also study actions taken by the United Nations in the name of human rights and see why these actions have not always been universally applauded. Finally, students will see how the concept has been expanded well beyond its original definition. It now involves issues of gender, race, and other inequalities that were not even considered after World War II.

**Student Learning Outcomes:**

This co-taught interdisciplinary course introduces the student to the philosophical, social, and political dimensions of human rights. The student will be challenged to analyze primary historical and contemporary sources dealing with human rights. Since the course combines the perspective of a historian and political scientist, it uses distinct methods to draw intellectual conclusions. It therefore promotes a dynamic style of thinking conducive to understanding the complexity of today's global world.

Prerequisites/Recommended Background: None

Required Texts: Most texts will be available on Brightspace

Course Work/Expectations: Research Paper, Midterm, Final, Oral Presentation

TERM: Spring 2020

COURSE TITLE: Postwar America

COURSE NUMBER: 4401

SECTION TIMES/DAYS:

INSTRUCTOR: Jacoby

CORE AREA:

FLAGGED:

### COURSE DESCRIPTION/PRINCIPAL TOPICS

The course examines United States history from 1945 to the present and focuses on three themes: the socioeconomic transformations brought by popular culture, consumerism and urbanization; the development of political institutions and legal structures in a modern capitalist society; and defining struggles over inclusion, identity, and citizenship that remade America. The course will also explore the growing role of the United States in the world as it became a global colossus, emphasizing the ways this shifting global role shaped politics, social life, and culture.

### REQUIRED TEXTS

- Cohen, Elizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage Books, 2004.
- McAlister, Melani. *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East Since 1945*. Berkeley: University of California Press, 2007.
- McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right?* Princeton: Princeton University Press, 2001.
- Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: W.W. Norton & Company, 2018.
- Zaretsky, Natasha, Mark Atwood Lawrence, Robert Griffith, and Paula Baker. *Major Problems in American History Since 1945: Documents and Essays*. Stamford, CT: Cengage Learning, 2014.

**Term:** Spring 2020

**Course Title:** EARLY MEXICO

**Course Number:** 4700

**Section Times/Days:** Wednesday 12:40-2:10pm

**Instructor:** Prof. Ochoa

**Flags:** Information Literacy, Writing

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

In 1492, Columbus sailed the ocean blue and discovered or destroyed, conquered or civilized the Americas. Sixty years later, in 1552, Francisco López de Gómara, historian and biographer of the conqueror of Mexico, Hernán Cortés, judged that “the greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the [Americas].” The history of America, however, does not begin in October 1492. Indigenous bands and great civilizations inhabited America for more than ten thousand years prior to the arrival of Europeans. This class will concentrate on the pre-Colombian period of Mesoamerica, the era of conquests, and the ensuing three hundred years of Spanish rule, ending on the eve of Mexican Independence. The lectures will move both chronologically and topically while drawing your attention to the issues (including ethnicity, gender, slavery, culture, law, and power) as well as the institutions (including Republic of Spaniards, Republic of Indians, and the Mexican Inquisition) that patterned Indigenous, African, Asian, and European experiences of Spanish imperialism in early Mexico.

### **Student Learning Outcomes**

1. *Historical Knowledge:* To introduce students to the forces, events, and conflicts that define the peoples, cultures, and governments of New Spain.
2. *Historical Thinking:* An ability to evaluate historical evidence. An understanding of the concept of context and a comprehension of change over time.
3. *Critical Reasoning:* An ability to formulate a historical argument using primary and secondary sources as evidence.
4. *Clear Communication:* Writing skills that are coherent and reflective, as well as analytical and grammatically correct.

### **Required Texts**

Martinez, María Elena. *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*. Stanford: Stanford University Press, 2011.

Premo, Bianca. *The Enlightenment on Trial: Ordinary Litigants and Colonialism in the Spanish Empire*. New York: Oxford University Press, 2017.

Restall, Matthew. *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, 2003.

Seed, Patricia. *To Love, Honor, and Obey in Colonial Mexico: Conflicts over Marriage Choice, 1574-1821*. Stanford: Stanford University Press, 1988.

Additional readings are listed on Brightspace.

### **Course Work/Expectations**

Participation:	20%
Midterm:	20%
Short Papers:	30%
Research Project:	30%

COURSE TITLE: Topics in Public History: Divided Germany in Cold War Europe  
COURSE NUMBER (CRN#): HIST 4910 (CRN #74371)  
SECTION TIMES/DAYS/PLACE: TR 9:40 – 11:10 a.m. / UHall 2001  
INSTRUCTOR: Elizabeth A. Drummond  
FLAGS: Engaged Learning (LENL); Information Literacy (LINL)  
HISTORY CONCENTRATIONS: Public & Applied History (HPAH)

#### COURSE DESCRIPTION / PRINCIPAL TOPICS

In 1945, Germany was in ruins. World War II had destroyed Germany's infrastructure; the defeat of the Nazis had morally delegitimized Germany's institutions; and the occupying powers had divided Germany's diminished territory into a capitalist West and a socialist East. The Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany) represented two different experiments in how to rebuild a society after such devastation, even as they remained more closely intertwined than either side cared to admit. We will examine the history of these two states and the solutions they developed to common challenges, including denazification, the territorial division of the country, the formation of new national identities, economic reconstruction, migration, social and cultural change, and unification in 1989/1990. We'll also examine these two states in the broader context of the Cold War, when the German-German border, vividly symbolized by the Berlin Wall, was a central site of tension. Finally, we will examine the question of memory and public history, both how the Federal Republic of Germany and the German Democratic Republic dealt with the Nazi past and the memory of divided Germany and the Cold War in post-unification Germany.

#### STUDENT LEARNING OUTCOMES

(1) Students will demonstrate an understanding of the main themes and questions in the history of postwar Germany, including the Federal Republic of Germany, the German Democratic Republic, and German-German dynamics in the context of the Cold War. (2) Students will use a variety of primary sources to analyze historical developments in postwar Germany, as well as public narratives and representations of those historical developments. (3) Students will analyze a variety of secondary sources to understand the nature of historical interpretation and argumentation and the key questions and debates in the scholarly literature about postwar Germany. (4) Information Literacy: Students will find sources appropriate for their research projects, will differentiate between scholarly and popular sources, and will evaluate sources for reliability, validity, accuracy, authority, and bias. (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 memory of both Nazi Germany in the two postwar German states and of the two postwar German states in post-unification Germany, also offering their own contributions to German public history.

PREREQUISITES / RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS (tentative)

1. Mary Fulbrook, *A History of German 1918-2014: The Divided Nation* 4<sup>th</sup> edition; ISBN 978-1118776148)
2. Nora Krug, *Belonging: A German Reckons with History and Home* (ISBN 978-1476796628)
3. Rita Kuczynski, *Wall Flower: A Life on the German Border*, trans. by A. Steinhoff (ISBN 978-1442616226)
4. Ika Hugel-Marshall, *Invisible Woman: Growing Up Black in Germany*, trans. by E. Gaffney (ISBN 978-1433102783)
5. Timothy Garton Ash, *The File: A Personal History* (ISBN 978-0679777854)
6. Other readings will be available on Brightspace.

COURSE WORK/EXPECTATIONS (tentative)

Regular attendance and active participation in class discussions

Padlet with short posts about the readings and the Wende Museum visit

Analytical Essay for Public History Website Project

Avatar Project: each student will have an "avatar," a fictional person whose (imagined) life you will narrate over approximately 60 years in roughly biweekly posts including (1) a letter or diary entry written from the perspective of your avatar and responding to the events of the day and (2) an analytical section where you explain your choices for your avatar and refer to appropriate primary and secondary sources.

TERM: Spring 2020

COURSE TITLE: Wealth and Poverty in the Ancient Mediterranean

COURSE NUMBER: HIST 4998

SECTION TIMES/DAYS: TR 2:40-4:10

INSTRUCTOR: Mark Anderson

FLAGGED: Information Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course traces changing conceptions of and attitudes toward wealth and poverty in the Mediterranean world from roughly 500 BCE to 500 CE, paying particular attention to the roles of the Greco-Roman, Jewish, and Christian religious traditions in effecting changes in the employment of wealth and the social value of very poor individuals.

STUDENT LEARNING OUTCOMES:

Students will become familiar with ancient perceptions of human value as it was related to the accumulation, distribution, and relative lack of material goods. They will also engage with a wide variety of sources for ancient social history and become familiar with sectors of the population whose voices often go unheard.

PREREQUISITES/RECOMMENDED BACKGROUND:

Previous coursework in premodern history, especially Greek or Roman, will be helpful but is not required.

REQUIRED TEXTS: (This list is tentative, and the majority of these texts will be available on Brightspace)

Aristophanes, *Plutus*  
P. Garnsey and R. Saller, *The Roman Empire: Economy, Society, and Culture*  
K. Bradley, *Slaves and Masters in the Roman Empire*  
John Chrysostom, *On Wealth and Poverty*  
Peter Brown, *Power and Persuasion in Late Antiquity: Towards a Christian Empire*  
Short selection from the Bible  
A. R. Hands, *Charities and Social Aid in Greece and Rome*  
Diogenes Laertius, *Lives of Eminent Philosophers*  
Plutarch, *On Love of Wealth*  
A. J. Malherbe, *Moral Exhortation: A Greco-Roman Sourcebook*  
G. Hamel, *Poverty and Charity in Roman Palestine, First Three Centuries C.E.*  
A.H.M. Jones, *The Later Roman Empire 284-602*  
Julian the Apostate, *Letter to a Priest; Letter 40 to Hecebolius*  
Gregory of Nazianzus, "On the Love of the Poor" (Or. 14)  
Gregory of Nyssa, "Against Those who Practice Usury,"  
Augustine, *Rules for Nuns*

COURSE WORK/EXPECTATIONS

In this information literacy course, each student will write a substantial paper based on research utilizing peer-reviewed sources. Class time will be spent on the discussion of research methods and the challenges particular to the use of ancient primary sources.

**COURSE TITLE:** Global History of Food

**COURSE NUMBER:** HIST 5000.01

**SECTION TIMES/DAYS:** Tuesday 4:20 p.m.-7:20 p.m.

**INSTRUCTOR:** Professor Constance Chen

**CORE AREA:** Satisfies Oral Skills & Writing Flags

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

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

Using interdisciplinary methodologies, this seminar will explore the ways in which foodways have the power to both reflect and shape cultural, socioeconomic, religious, and political conditions 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, transnationalism and the development of fusion cuisine, gender and the political economy of food as well as the construction of national identities through culinary traditions, among others.

**STUDENT LEARNING OUTCOMES:**

To acquire an understanding of the histories and meanings of food across cultural and ethnic-racial communities; to analyze and discuss primary documents and secondary 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.

**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) as well as other works.

**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 other assignments and activities designed to delve further into the class topics and themes.