

History 101:01 United States History	Professor: Dr. Kate Fawver
Time: MW 10:00-11:15 am	LCH A311
Location: WH D165	Office Hours: M 11:30-1:00; 2:30-5:00
Spring 2010	Phone: (310) 243-3494
I. Course Description and Objectives:	In this class, students will " <i>study of the ideals, creeds, institutions, and behavior of the peoples of the United States</i> " (CSUDH Catalog 2009-2011). Upon successful completion of this class, students will have met the California State University Graduation Requirements in United States History (Executive Order 405) pursuant to Section 40404, Title 5, Article 5 of the California Administrative Code. Prerequisites: None
II. Student Learning Outcomes (SLO): [PM 00-04]	<ul style="list-style-type: none"> • What will students learn in this course? Students will learn "<i>the ideals, creeds, institutions, and behavior of the peoples of the United States.</i>" (CSUDH Catalog 2009-11); the social, cultural, economic events that shaped the history of the United States. • What will students be able to do upon completion of this course? Students will be able to measure historical change in US history, by using demographic measurements; orally critique primary and secondary historical sources; identify which questions each historical source can answer by asking and answering questions during the lecture; demonstrate an appreciation of the ways in which different peoples in the United States constructed categories of difference such as gender, race, sexuality, ethnicity, and class and why; perform basic academic skills, specifically critical reasoning, oral communication, quantitative reasoning, composition and reading. • What affinities will students demonstrate during and after the course? Students will think critically about U.S. history throughout this course; will analyze historical sources- both secondary and primary records from which historians obtain the information about the subjects for their writings.
X. Required Readings for purchase. All assigned texts may be <u>purchased</u> in the University Bookstore. Reserve copies of the texts are available for use in University Library. No excuses will be accepted for failing to complete readings.	<ol style="list-style-type: none"> 1. T.H. Breen, <i>Tobacco Culture: the Mentality of the Great Planters</i> (Princeton University Press, 2001) Paperback revised edition. ISBN: 0691089140. 2. Harriet Jacobs, <i>Incidents in the Life of A Slave Girl</i> (Signet Classics, 2002) Paperback. ISBN: 0451527526. 3. Stephen C. Schlesinger, et al. <i>Bitter Fruit: The Story of the American Coup in Guatemala</i> (Harvard University Press, 1999). Paperback. ISBN: 067407590. 4. Davis, Kenneth C., <i>Don't Know Much about History: Everything you Need to Know about American History but Never Learned</i> (Harper Trophy, 2003) Paperback. ISBN: 0064408361. <p>RECOMMENDED READING:</p> <ol style="list-style-type: none"> 5. Michael Shaara, <i>The Killer Angels</i>. (Ballantine Books; 1987) Reprint Edition.

Table 1: Grade Percentage Distribution for HIS 101:01

1. Multiple Choice Quiz 1	20%
2. Multiple Choice Quiz 2	20%
3. Multiple Choice Quiz 3	20%
4. Multiple Choice Quiz 4	20%
5. Multiple Choice Quiz 5	20%
6. Multiple Choice Quiz 6	0%
Total (-lowest score dropped)	100.00%

UNITED STATES HISTORY
LCH A103, M/W 2:30PM - 3:45PM

Office: LCH A-313

Email: Ltalamante@csudh.edu

Course Description

Our course will examine the history of the United States as it unfolds from the colonial period through the Vietnam War. Although the legacy of war shapes many parts of our course, we will examine U.S. History from a variety of perspectives. What have been some of the major changes that have shaped the exceptionally complex American social, cultural, political and economic landscape? We will explore America's wonderfully diverse social and ethnic populations and how these groups have experienced and transformed the historical framework of what it means to be an American. We will use a variety of sources for interpreting the past: an array of readings, including historical publications, legal documents, oral histories, personal reflections, films, images, music and speeches that will allow students the opportunity to understand our complex history from varied perspectives.

Required Readings

A. The following **two required texts** are available for purchase at the university bookstore:

1. Eric Foner, *Give Me Liberty! Second Seagull Edition, One-Volume Edition*, (W.W. Norton & Company, 2008), ISBN 978-0-393-93257-72
2. *A Larger Memory: A History of our Diversity, With Voices* edited by Ronald Takaki, (Back Bay Books: 1998), ISBN-10: 0316311626

B. In addition, students are required to:

1. Print out and read assignments posted and/or linked on the course Blackboard (**BB**)
2. Visit, read, and (if appropriate) print out material from assigned websites

Recommended: Students will only need a portion of this book for their group assignment; therefore, a copy will be available in the library at the Reserve counter.

Dana Lindaman and Kyle Ward, editors, *History Lessons: How Textbooks from Around the World Portray U.S. History*, (New York: The New Press, 2004), ISBN 1565848942

Course Assignments I-IV:

- I. Participation and In-Class Writing Prompts: 15%*
- II. 4 Quizzes = 30% (75 points each)*
- III. Group Project on History Lessons = 25%*
- IV. A Larger Memory Journal and Final Project: 30%*

United States History

HIS 101.04 **Professor:** Dr.Carmen Estrada Schaye **Office:** LCH A-342; **Phone:** (310) 863-5358
Office Hours: Tuesday 5:30 - 6:30 pm **Class Meetings:** Tues – Thurs 4:00 - 5:15 pm

carmenschaye@cox.net

Course Description: A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. This course will examine the history of the United States from the colonial period through the Vietnam War. The following questions will be examined: What are the basic origins and fundamentals of English dominant society during the U.S. Colonial period? What are the contrasting fundamentals and values of Spanish dominant society (1521- 1848)? How did the American diverse ethnic, social, cultural, religious, political and economic landscape impact the definition of the American identity? How did these experiences transform the historical framework and redefine the historical landscape? This course will analyze the role of American film and the definition of the “Ideal American”. How did Hollywood impact American Social consciousness? Students will use a variety of sources for interpreting the past: including historical publications, legal documents, oral histories, films, images, and speeches that will allow students the opportunity to understand American history from varied perspectives.

Learning Outcomes: Students will be able to

- distinguish between primary and secondary sources and their historical significance.
- Identify the components of the American identity from both a personal and historical perspective,
- explore the major themes and trends of United States history,
- learn from the successes and failures of history,
- appreciate the contributions made by previous generations,
- explain events in the past and how U.S. history has shaped our outlook on the future,
- Identify and understand historiography,
- present critical-thinking skills through research and demonstrate entry level computer skills, and online delivery of course assignments.

Emphasis will be placed on course documents, discussion, and online research. Students will learn through the integration of course readings and assignments and in class discussions. Students will have the opportunity to share their ideas and conclusions.

Required Readings:

The following are **required texts** are available for purchase at the university bookstore:

1. Kenneth C. Davis, *Don't Know Much About History: Everything You Need to Know About American History but Never Learned* (Harper Trophy, 2003) Paperback. ISBN: 0064408361.
2. Eric Foner, *Give me Liberty: An American History* (Norton, 2008).ISBN:978-0-393-93257-7
3. *A Larger Memory: A History of our Diversity, With Voices* edited by Ronald Takaki, (Back Bay Books: 1998) ISBN-10: 0316311626

History 101 – Survey of United States History

Spring 2010

Section 5: MW 5:30-6:45

SCC 120

Instructor: Dr. Michael Desrochers

Office Hours: MW 8:00-9:30; 12:00-2:00; 4:00-5:00

Office Location: LCH A340 Office Phone: Ext. 1049 E-mail: mjdesrochers@earthlink.net

Required Text:

Jones et al., Created Equal: A Social and Political History of the United States. Brief 2nd Edition (2008)

Course Description:

History 101, the survey of United States history, offers a sweeping examination of American society from Precolumbian times to the present. The principal focus of the course will be social change, with secondary emphases on political, economic, cultural, and diplomatic developments.

Course Objectives:

Upon completion of History 101, students will have a basis to

- track the changing world status of the United States
- evaluate conflicting ideologies about the nature of American society
- identify the tensions between homogeneous and heterogeneous visions of the United States
- appreciate (in both senses of the word) America's social diversity
- describe the changing relations among red, black, and white Americans
- describe the changing nature of gender roles in American history
- identify the changing role and significance of class in American history
- identify the factors accounting for the growth of the United States
- describe the role of religion in American life
- explain the lengthy and arduous democratization of America
- identify the relevance of specific examples (individuals, events, trends) to larger contexts

Course Assignments/Projects/Grading:

(1) Exams (60%)

There will be four equally weighted exams, consisting of two sections: identification of key terms and short essays. Study guides for exams are contained in this syllabus. The **only permitted resources are text and lectures**.

(2) Short Papers(=Reading checks based **exclusively on the textbook**) (20%)

There will be four equally weighted short (2-3 page) papers. A list of topics for each of the chapters is also contained in this syllabus. Paper one must come from options 1.1 through 1.14 for chapters one through seven, paper two from options 2.1 through 2.19 for chapters eight through fifteen, etc.

(3) Quizzes (20%)

There will be twenty two-question quizzes based upon the assigned reading. The quizzes will be given during the first minute of class. The days will be randomly selected.

HIS 120: World History to 1500

HIS 120.01

Cal State University, Dominguez Hills

Dr. Jim Jeffers

Spring 2010

Course Description

This course provides an overview of the histories of civilizations around the world up to 1500. It examines the origins and development of societies and culture in Asia, Europe, Africa, and the Americas. It emphasizes key events and persons in these societies, as well as how the various ideas and cultures of the world came to interact with one another.

Learning Outcomes

Knowledge

1. You will know about the central events and persons in recorded world history prior to 1500.
2. You will understand developments in various world cultures up to 1500 and how those cultures at times interacted with and impacted one another.
3. You will learn the main concepts and terms used by historians of world civilizations, as well as the kinds of questions they ask and the types of sources they use to understand the past.

Skills

1. You will learn to summarize, in written and oral form, key events in world history.
2. You will learn to critically analyze in written form selected topics in world history.
3. You will learn to use some of the terms and to ask some of the questions that historians of world civilizations ask.

Attitudes

1. You will learn to value appropriately the contributions to world history of diverse cultures.
2. You will sense the need to better understand the past as a key to understanding yourself and your society.

Course Requirements

1. Weekly Reading Summaries/In-Class Quizzes (25%)
2. Two essay exams (20% each)
3. Essay (25%). In a 2 to 3 page essay, compare and contrast two civilizations from separate chapters in the class text.
4. Attendance/Participation (10%)

Required Text

Jerry Bentley, Herbert Ziegler, *Traditions and Encounters: Volume I From the Beginning to 1500*. 4th edition. McGraw Hill Publishers. ISBN-13 9780073330624. (Note: if you find a used 3rd edition, you may use it.)

Course Syllabus for History 121.02

SCC 1100, M/W 4:00 - 5:15PM

Office: LCH A-313

E-mail: Ltalamante@csudh.edu

Course Objectives: As students living in an increasingly global age where ideas regarding citizenship and human rights extend beyond national borders, our study of the development of World Civilizations will allow us to better understand how contacts and conflicts among peoples and nations of the world from 1500 to the present have shaped the modern world. Students will explore how cross-cultural developments, such as political empires, technological advancements and global economies, secular and religious movements created the historical conditions for the cooperation and division among peoples and nations throughout the world. By emphasizing not only ideas and institutions but also individuals, we will look at the historical experiences of men and women at all social levels. We will investigate how nation, class, race and gender played a part in shaping their lives and our understanding of the past and our modern world.

Required Texts: CSUDH University Bookstore

- ❖ Robert W. Strayer, *Ways of the World: A Brief Global History, Volume Two: Since 1500*
- ❖ Joseph R. Mitchell and Helen Buss Mitchell, *Taking Sides: Clashing Views in World History*, Vol. 2, updated 2nd edition/ISBN 9780073515175
- ❖ Additional readings posted on Blackboard. Students must read and print out for class

Grading Areas I-V:

I. Participation = 10%

II. Blackboard Discussion Board = 10%:

III. Online Quizzes = 15%

IV. Three Group Debates in World History = 30%

V. Exams = 35%

- *Midterm (15%)*
- *Final (20%)*

History 121: 02 – World Civilizations II: Shaping the Modern World, 1500-present

Spring 2010

Mondays and Wednesdays, 10-11:15, Welch Hall F 145

Prof. Monty

e-mail: cmonty@csudh.edu

Course description: This course provides a broad overview of the events, ideas, individuals and institutions that have defined the modern world (*University Catalog, 2007-2009*). The course is global in perspective, in that it views the history of the world and its peoples over the last five hundred years as a complex process of globalization. This process, involving both stories of cooperation and conflict, began with the conquest and settlement of the Americas in the sixteenth century and continues to this very day.

Student Learning Outcomes: By the end of this course, students will be able to identify the major figures, ideas, inventions and events that have shaped the modern era. This course will also introduce to the methodological principles and practices of the historical discipline. Students will learn to interpret maps and other forms of visual evidence; to evaluate primary and secondary sources; and to evaluate the historiographic traditions in the field of modern global history. Finally, our study of the global past will cultivate a deeper understanding of the importance of social, ethnic and intellectual diversity, values necessary to the maintenance of a democratic society.

Prerequisites: Enrollment is restricted to students in the university honor's program; instructor consent required.

Required Texts:

- 1) Robert W. Strayer. *Ways of the World: A Brief Global History. Volume 2: Since 1500*. Boston: Bedford St. Martin's, 2009.
- 2) Kenneth Pomeranz and Steven Topik. *The World that Trade Created: Society, Culture, and the World Economy: 1400 to the Present*. Second Edition. New York: M. E. Sharpe, 2006.
- 3) John R. McNeill. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. W. W. Norton & Company, 2000.
- 4) Additional Sources will be made available on reserve or in electronic form on Blackboard.

Course Assignments and Grading Policies:

- A) Attendance and Classroom participation – 10%
- B) Written Homework Assignments – 15%
- C) Three Midterm Exams – 60% (15% each)
- D) One Essay Assignment – 15%

History 300-02: Research and Writing

LCH A219 Tuesdays 4-6:45pm

Office: LCH A-313

Email: Ltalamante@csudh.edu

Course Goals/Objectives: This course introduces students to the practice of history by helping them to cultivate the skills used by historians. History 300 is designed to help students to develop “critical skills for historical research and writing, including the use of library resources, reading and reviewing techniques, interpreting documents and evaluating evidence, and methods for effective classroom presentations and research papers” (*University Catalog, 2005-2007*).

This course will introduce students to historiography by examining arguments, debates and methodology used by historians studying the French Revolution. We will begin with an overview of the causes, consequences and basic trajectory of the French Revolution. We will then begin to examine in detail nineteenth and twentieth-century analyses of the French Revolution. Students will be introduced to various research questions relating the French Revolution and will choose an aspect of the French Revolution to research further. This research will culminate in a historiographic review essay which summarizes and evaluates the most important historical research available for the topic in question. As a research and writing course, students will revise their written work based on feedback from peers and the professor.

Prerequisites: Freshman-level writing courses

Required Texts: Available at the University Bookstore, LSU

- William Doyle, *The French Revolution: A Very Short Introduction*
- Gary Kates, *The French Revolution: Recent Debates and New Controversies*
- Georges Lefebvre, *The Coming of the French Revolution*
- Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*

General Description of Assignments:

- *Participation* – 10%
- *Group Presentations* – 10%
- *Book Review Abstract* – 5%
- *Lefebvre Book Review and Peer Review Session* – 10%
- *Revision of book review* – 15%
- *Oral Presentation of Topic Selected and Final Oral Reports* – 5%
- *Annotated Bibliography for Historiography Project* – 10%
- *First Historiography Rough Draft and Peer Review Session* – 5%
- *Second Historiography Rough Draft and Peer Review Session* – 5%
- *Two Individual Conferences* – 5%
- *Final Historiography Essay (10-12 pages)* – 20%

CRN 20336 HIS 301 01

Course Title: The Individual, Family and Community in Historic Perspective

Date, Time, and Location: Monday, 4:00-6:45 pm; NSM C239

Professor: Ericka Verba

E-mail: everba@csudh.edu

I. Course Description

This course, designed specifically for future K-8 teachers majoring in Liberal Studies, is not your typical history course. This is because its focus is on you, your family, and the larger community we are all part of. Its goal is to help you locate your personal, family, and community experience within a broader historical context so that you may gain a deeper understanding and appreciation of the many connections which we all share with the past. The course considers problems of defining, conceptualizing, and teaching history, and explores issues that prospective teachers are likely to face in teaching history and social studies at the K-8 level in California public schools. It introduces students to the many historical resources which exist within our communities. It also pays close attention to the development of analytical and writing skills.

II. Book List:

- Stephanie Coontz, *The Way We Never Were* (Basic Books, 2000); ISBN 0-465-09097-4
- Thomas Dublin (ed.), *Becoming American, Becoming Ethnic* (Philadelphia: Temple University Press, 1996); ISBN 1-56639-439-2
- Ira Wolfman, *Climbing Your Family Tree* (NY: Workman Publishing Company, Inc., 2002); ISBN 0-7611-2539-6

III. Assignments:

- Class Participation (5 points):
- “What’s in a Name?” (5 points)
- “My Generation” (5 points)
- Personal History Essay (15 points)
- Interview with Family Member (5 points)
- Family Diagram (5 points)
- Photoanalysis (5 points)
- Exploring Your Family’s Past (15 points)
- *Community History Group Project
 - Project Outline (5 points)
 - Historical Site Visit (5 points)
 - Research Presentation (10 points)
 - Research Paper (20 points)

CRN 20337 HIS 301 02

Course Title: The Individual, Family and Community in Historic Perspective

Date, Time, and Location: Tuesday and Thursday, 2:30-3:45 pm, SBS B131

Professor: Ericka Verba

E-mail: everba@csudh.edu

I. Course Description

This course, designed specifically for future K-8 teachers majoring in Liberal Studies, is not your typical history course. This is because its focus is on you, your family, and the larger community we are all part of. Its goal is to help you locate your personal, family, and community experience within a broader historical context so that you may gain a deeper understanding and appreciation of the many connections which we all share with the past. The course considers problems of defining, conceptualizing, and teaching history, and explores issues that prospective teachers are likely to face in teaching history and social studies at the K-8 level in California public schools. It introduces students to the many historical resources which exist within our communities. It also pays close attention to the development of analytical and writing skills.

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- Ira Wolfman, *Climbing Your Family Tree* (NY: Workman Publishing Company, Inc., 2002); ISBN 0-7611-2539-6

III. Assignments:

- Class Participation (5 points):
- “What’s in a Name?” (5 points)
- “My Generation” (5 points)
- Personal History Essay (15 points)
- Interview with Family Member (5 points)
- Family Diagram (5 points)
- Photoanalysis (5 points)
- Exploring Your Family’s Past (15 points)
- *Community History Group Project
 - Project Outline (5 points)
 - Historical Site Visit (5 points)
 - Research Presentation (10 points)
 - Research Paper (20 points)

History 301.03 The Individual, Family and Community in Historical Perspective

Spring 2010

Instructor: Jim Blackwood

Hours: Mon. & Wed., 2:30-3:45

Office: LCH A340A

Office Hours: Mon. & Wed., 1:15-2:15

E-mail: jblackwood13@verizon.net

Required texts:

National Standards for History for Grades K-4. Los Angeles: National Center for History in Schools, University of California at Los Angeles, 1994.

Coontz, Stephanie. The Way We Never Were: American Families and the Nostalgia Trap. Basic Books, New York 1992.

Davis, Mike. City of Quartz: Excavating the Future in Los Angeles. Vintage Books, New York, 1992.

Wolfman, Ira. Do People Grow on Family Trees?: Genealogy for Kids and Other Beginners. Workman Publishing, New York, 1991, 2002.

Course Description: This course is both a history class and a methodology class for prospective elementary school teachers in the Liberal Studies program. The focus of the course is you, your family and the community. We seek to place the individual in a historical context and provide a laboratory for interactive learning that can be a model for teaching primary school students.

Course Objectives: After completing this course the student will be able to

- Identify the major events of his/her life and those of the family and community.
- Connect the above to significant national and international events.
- Analyze the impact of historical events on individual, family and community behavior, decisions and values.
- Identify the social science standards and apply them to instructional strategies.
- Participate in cooperative learning groups.
- Research, write and report on a given topic.
- Recognize, analyze and evaluate an argument.
- Think critically
- Recognize the main idea of a passage through the use of active reading strategies.

History 304: 01 - Theory and Practice of History
Spring 2010

Mondays and Wednesdays, 1:00-2:15

SBS F-125

Prof. Christopher Monty

e-mail: cmonty@csudh.edu

Course Description

This course introduces students to the works and theories of important historians past and present; provides students with an overview of the major philosophies of history; examines the evolution of the field of history during the nineteenth and twentieth centuries; and investigates the politics of history in the contemporary United States and the contemporary world.

Prerequisites: Freshman-level writing courses

Student Learning Outcomes (SLO) and Skills: This course, in conjunction with History 300, is designed to prepare students for upper-division work in the History major. In this course, students will learn about the origins and development of history as a form of intellectual inquiry, from ancient times to the present. In particular, they will learn the basic principles that define competing modern theories of history. Students will also gain knowledge of the basic methodological principles and practices of the historical discipline. At the conclusion of this course, students will also have demonstrated the following analytical and mechanical skills: the ability to construct a narrative history of history as a form of inquiry; the ability to describe and analyze the major speculative and analytical philosophies of history; the ability to compare and contrast different philosophies of history; the ability to define and contextualize specific categories of historical analysis (e.g., class, race, nation, gender, etc.); the ability to compare and contrast differing interpretations of events or processes; the ability to discuss and analyze the politics of history education in contemporary America;

Required Texts

- 1) Mark T. Gilderhus, *History and Historians: A Historiographical Introduction*. Seventh Edition. (Pearson Prentice Hall, 2009).
- 2) John Tosh, ed. *Historians on History*. Second Edition. (Pearson Longman, 2009).
- 3) Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn. *History on Trial: Culture Wars and the Teaching of the Past*. (Vintage Books, 2000).
- 4) Peter Singer, *Marx: A Very Short Introduction*. (Oxford: Oxford University Press, 2000).

Course Assignments and Grading Policies

- Participation in Classroom Discussions – 15%
- Comprehension Check Exercises – 15%
- One Analytical Essay (6 pages) – 20%
- Two Midterm Examinations – 40% (20% each)
- Take-home Final Examination (6-8 pages) – 20%

Theory and Practice in History

HIS 304.02 3 units
Cal State University, Dominguez Hills

Dr. Jim Jeffers
Spring, 2010

Course Description

This course examines the works and theories of the great historians, exploration of the major philosophies of history and review of the current trends of the field of history.

I teach this course in more of a seminar style, with less lecture and more discussion of the reading for each session.

Learning Outcomes

Knowledge Upon completion of this course you should have learned the following:

1. The development of thinking about history from ancient times to the present.
2. The foundational terms and tools of the discipline of history.
3. The major theories of history.

Skills Upon completion of this course, you should be able to accomplish the following:

1. Articulate your position on the key debates in historiography.
2. Correctly use the terminology of the historian.
3. Show improved ability to think critically about history.
4. Demonstrate the ability to read and analyze historical works.

Course Requirements

1. **Essay: "Why Study History?" (5%).** In 2 pages max, present what you consider the most important reasons for studying history and being an historian based on your understanding of the readings for Week 1.
2. **Two Exams (25% each).** The midterm and final exams will both be essay in format, composed of several short questions and one or two longer essay questions.
3. **Timeline/Chart of Historical Practices (15%).** Depict visually (with a timeline, chart, graph, drawing, etc.) the evolution of historical writing from earliest times to the present.
4. **Review Essay (20%).** Write a 4-5 page analytical review of either the Susman or the Higginbotham article.
5. **Attendance/Participation (10%).**

Required Texts

- John H. Arnold, *History: A Very Short Introduction*. Oxford University Press, 2000. ISBN: 978-0-19-285352-3.
- Arthur Schlesinger, Jr., *The Disuniting of America*. W.W. Norton, 1998. ISBN 0-393-30987-8.
- John Tosh, *The Pursuit of History*. Fourth edition. Longman, 2006. ISBN 978-1405823517.

You will also read a number of articles and excerpts, as indicated in the Schedule. They will be posted on the course's Blackboard website for you to print out and read.

History 305 – World History for Teachers

Spring 2010 MW 10:00-11:15 LCHA224
Instructor: Dr. Michael Desrochers
Office Hours: MW 8:00-9:30; 12:00-2:00; 4:00-5:00
Office Location: LCH A340 Office Phone: 1049
email: mjdesrochers@earthlink.net (preferred mode of communication)

Required Texts:

- (1) Diamond, Jared. Guns, Germs, and Steel: The Fates of Human Societies. ISBN 0-393-31755-2
- (2) Restall, Matthew. Seven Myths of Spanish Conquest. ISBN 0-19-517611-1
- (3) Ringrose, David R. Expansion and Global Interaction, 1200-1700. ISBN 0-321-01125-2
- (4) Schwartz, Stuart B. Ed. Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico. ISBN 0-312-39355-5
- (5) California Department of Education Social Studies Standards Website

Additional Article (to be distributed by instructor):

Fernandez-Armesto, Felipe. "Shy and Retiring Empires: Expanding States in Late Medieval Africa and America." = Chapter 6 of Millennium: A History of the Last Thousand Years.

Course Description:

History 305 examines different topics or historical periods from different contemporary (primary sources) and current historical (secondary sources) perspectives. This semester the course will examine the impact and significance of the Spanish "conquest" of the Mexica and Inka empires. The diverse readings include grand theory (Diamond), a broad historical sweep (Ringrose and Fernandez-Armesto), a narrow monographic assessment (Restall), and primary sources (Schwartz).

Course Objectives:

Upon successful completion of History 305, students will

- analyze several overlapping conceptualizations of world history
- appreciate (in both senses of the word) the diversity of history (in both senses of the word)
- explain the significance of (the notion) of historical trends
- identify the relevance of specific examples (individuals and events) to larger contexts
- develop a unit plan on the interaction between Europe (Spain) and North America (Mexica and Inka)

Course Assignments/Projects/Grading:

1. Exams (30%)
2. Project (30%)
 - Option a. Unit Plan
 - Option b. Analytical Paper
 - Option c. Posterboard
3. Class Presentations of Readings (30%)
4. Journal of Class Observations (10%)

The Ancient World

HIS 310.01 3 units
Cal State University, Dominguez Hills

Dr. Jim Jeffers
Spring, 2010

Course Description

A survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.

We will begin with an examination of the societies of ancient Mesopotamia and the Near East, including the early Hebrews and the origins of Judaism. We will then trace the rise and development of Egypt and its contributions to Mediterranean cultures. Then we will examine ancient Greece from Minoan times through the Hellenistic era. Finally we will at the rise of Rome, its Republic and Empire phases, and place in that context the rise and early development of Christianity. The course will consider political and military developments, but will focus on social and cultural developments including religion, art, social class, and the roles and statuses of women.

Course Requirements

1. **Two exams (25% each).** The midterm and final exams will both be essay in format, composed of several short questions and one or two longer essay questions.
2. **Research Paper (25%).** You will write an 8-10 page paper on a topic of your choice from the ancient Mediterranean world (any time between 3000 BCE and 500 CE).
3. **Reading Assignments/Quizzes (15%).**
4. **Attendance/Participation (10%).**

Required Texts

Charles Freeman, *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean* (Oxford University Press, 2004). ISBN 978-0-19-926364-6

Aeschylus, *The Oresteia* (Penguin, 1984) ISBN 0140443332

Virgil, *The Aeneid* (Penguin)

Acts of the Apostles, *The Bible* (Note: you will need to supply your own text. The Bible is available online from many sites).

History 315: 01 – Twentieth-Century Europe
Spring 2010

Tuesdays and Thursdays, 11:30-12:45

SCC 102

Prof. Christopher Monty (e-mail: cmonty@csudh.edu)

Course description: This course explores the history of Europe in the twentieth century, from the fin-de-siècle to the present day. All aspects of the region's history – social, economic, cultural and political – will be incorporated into the course through lectures, reading assignments, and films. As this course has its origins in the so-called "Age of Empire" and its terminal point in the contemporary period of globalization, particular attention will be paid throughout to broader regional and global contexts and interactions.

Prerequisites: none

Student learning outcomes: At the end of this term, students will be able to identify, describe and analyze: the political, social and economic structures of Europe's major states circa 1900; the political, socio-economic and cultural aspects of modern European imperialism; the regional and global impact of the First World War; the ideologies, political and economic structures, and evolution of Soviet and East-European communism; the ideologies, political and economic structures, and evolution of fascism and Nazism; the origins, nature and impact of the Second World War; the ways in which different European communities shaped, and were shaped by global decolonization after World War II; the significance of ethnic cleansing and genocide for twentieth-century European history; the impact of the Cold War on different communities in Western, Central and Eastern Europe; the causes for the demise of communism in Europe after 1989; major political, socio-economic and cultural trends in contemporary Europe.

Required Texts:

- 1) Bonnie G. Smith. *Europe in the Contemporary World: 1900 to the Present. A Narrative History with Documents.* (Boston: Bedford/St. Martin's, 2007).
- 2) Franz Kafka. *The Trial.* A New Translation, Based on the Restored Text. Translated and with a preface by Breon Mitchell. (New York: Schocken Books, 1998).
- 3) Norman M. Naimark. *The Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe.* (Cambridge, Mass.: Harvard University Press, 2001).
- 4) Slavenka Drakulic. *How We Survived Communism and Even Laughed.* (New York: Harper Perennial, 1993).
- 5) Copies on Reserve at the Circulation Desk at the CSUDH Library and Electronic Sources available on Blackboard

Course Assignments and Grading Policies:

Attendance and Participation – 10%

Written Homework Assignments -10%

Three in-class midterms – 60% (20% each)

Take-home Essay Assignment – 20%

History 331:01 United States: Revolutionary and Constitutional Period Spring 2010		Professor: Kate Fawver Phone: (310) 243-3494
Time: MW 1:00-2:15 pm		Office: LCH A311
Location: LCH A229		Office Hours: M 11:30-1:00; 2:30-5:00 and by appointment
Course Description:	Evolution of the revolutionary movement in the North American colonies. Anglo-American imperial problems, culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789. (CSUDH Catalog 2009-2011) Prerequisites: None	
Student Learning Outcomes: [PM 00-04]	<p>What will students learn in this course?</p> <ul style="list-style-type: none"> ➤ Students will learn about the evolution of the revolutionary movement in the North American colonies, Native American and Anglo-American imperial problems, the culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789. ➤ Students will develop a working and useful knowledge of the professional skills historians use including reading and organization of information and demonstrate this knowledge through the writing and submission of well-organized comparative essays and written midterm and final examinations (<i>History Program Mission 1, Goals# 1,2,3,7,8</i>) <p>What will students be able to do upon completion of this course?</p> <ul style="list-style-type: none"> ➤ Students will be able to measure historical change in Early American Revolutionary history using quantitative methods to obtain common demographic indicators (e.g. sex ratios, household structure, age at first marriage, rates of mortality) and economic indicators (Market demand for goods, price of slaves, economic implications from colonial boycotts etc.) from discreet historical data. [<i>History Program Mission 4, Goal #1, 4</i>], (University Goal 1, Objective 5). ➤ Students will be able to orally critique primary and secondary historical sources from early American history – in particular Revolutionary American diaries, tax lists, muster rolls. (<i>History Program Mission 1, Goals #4, 9</i>) ➤ Students will demonstrate an appreciation of the ways in which different peoples in the Revolutionary America constructed categories of difference such as gender, race, sexuality, ethnicity, and class and the historical reasons for such construction through carefully and thoughtfully written interpretive essays. (<i>History Program Mission 1, Goals, #6, 7, 9</i>) ➤ Students will perform basic academic skills, specifically critical reasoning, oral communication, quantitative reasoning, composition and reading at an appropriate undergraduate level. (<i>History Program Mission and Objectives, #1</i>) <p>What affinities will students demonstrate during and after the course?</p> <ul style="list-style-type: none"> ➤ Students will analyze critically the history of Revolutionary America during the course; they will continue working and learning within a humanistic framework which systematically incorporates recently acquired and mastered historical perspectives and sensibilities from the historical study of Revolutionary America long after the course ends and their program of study at CSUDH is completed. (<i>History Program Mission 1, Goals, #2,4</i>) ➤ Students will incorporate the skills of critical reasoning, oral communication, quantitative reasoning, composition and reading developed in this course to other courses in a systematic and methodically sound manner. (<i>History Program Mission and Objectives, #1</i>) 	
Required Readings	<ol style="list-style-type: none"> 1. David Hackett Fischer, <i>Paul Revere's Ride</i>, Oxford University Press (April 19, 1995) ISBN-10: 0195098315 2. Sylvia Frey, <i>Water From the Rock: Black Resistance in a Revolutionary Age</i>, Princeton University Press (January 11, 1993) ISBN-10: 0691006261 3. Charles Beard, <i>An Economic Interpretation of the Constitution of the United States</i>, Dover Publications (May 10, 2004) ISBN-10: 048643365X 	

Assignments Subject to Change	Percent of Total Grade
Midterm	50%
Final Exam	50%

History 332: United States: Early National Period	Professor: Dr. Kate Fawver
Time: MW 8:30AM - 9:45AM	LCH A311
Location: SBS A104	Office Hours: M 11:30-1:00; 2:30-5:00 and by appointment
Spring 2010	Phone: (310) 243-3494
Course Description:	A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century. Prerequisites: None
Student Learning Outcomes (SLO): [PM 00-04]	<p>What will students learn in this course?</p> <ul style="list-style-type: none"> ➤ Student will learn the significant events in United States history from 1790-1860 and will develop familiarity with themes such as Republicanism, Jacksonian Democracy, and the Political Economy of Slavery. ➤ Students will develop a working and useful knowledge of the professional skills historians use including reading and organization of information and demonstrate this knowledge through the writing and submission of well-organized outlines of selected historiographical essays. . (<i>Department of History Program Mission 1, Goals# 1,2,3,7,8</i>) <p>What will students be able to do upon completion of this course?</p> <ul style="list-style-type: none"> ➤ Students will be able to measure historical change during the Early National period in history using quantitative methods to obtain common demographic indicators (e.g. sex ratios, household structure, age at first marriage, rates of mortality) and economic indicators (price of tobacco, slaves, etc.) from discreet historical data. [<i>History Program Mission 4, Goal #1, 4</i>], (University Goal 1, Objective 5). ➤ Students will be able to orally critique primary and secondary historical sources from early American history – in particular eighteenth-century American probate records, plantation books, and tax lists. (<i>History Program Mission 1, Goals #4, 9</i>) ➤ Students will demonstrate an appreciation of the ways in which different peoples in the United States constructed categories of difference such as gender, race, sexuality, ethnicity, and class and the historical reasons for such construction through carefully and thoughtfully written interpretive essays. (<i>History Program Mission 1, Goals, #6, 7, 9</i>) ➤ Students will perform basic academic skills, specifically critical reasoning, oral communication, quantitative reasoning, composition and reading at an appropriate undergraduate level. (<i>History Program Mission and Objectives, #1</i>) <p>What affinities will students demonstrate during and after the course?</p> <ul style="list-style-type: none"> ➤ Throughout the course students will analyze critically the history of the United States between 1790 and 1860; they will continue working and learning within a humanistic framework which systematically incorporates recently acquired and mastered historical perspectives and data from the historical study of US History long after the course ends and their program of study at CSUDH is completed. (<i>History Program Mission 1, Goals, #2,4</i>) ➤ Students will incorporate the skills of critical reasoning, oral communication, quantitative reasoning, composition and reading developed in this course to other courses in a systematic and methodically sound manner. (<i>History Program Mission and Objectives, #1</i>)
Required Readings:	<ol style="list-style-type: none"> 1. Joyce Appleby, <i>Capitalism and a New Social Order: the Republican Vision of the 1790s</i>, Anson G. Phelps Lectureship on Early American, New York: New York University Press, 1984, Reprint edition. 2. Sean Wilentz, <i>The Rise of American Democracy: Jefferson to Lincoln</i>, New York: W.W. Norton & Company, 2005. 3. Charles Sellers, <i>The Market Revolution: 1814-1846</i>, Oxford: Oxford University Press, 1994.

Table 1: Grade Distribution for HIS 332:01, Spring 2010

Assignments	% of Total Grade
Comparative paper on Appleby's <i>The New American Capitalism</i> and Seller's <i>The Market Revolution</i>	30%
Midterm	30%
Final Exam	40%
Total	100.00%

Dr. Lynne Loeb
Spring 2010 Courses

History 341-01: California History

Course # 20347

Tu-Thu 1-2:15 p.m. WH D-176

Dr. Lynne Loeb Ofc: LCH A-349 lloeb@csudh.edu. Phone: 310-243-3489

Spring 2010 Office Hours: Tu 9-10 a.m., 11:30-12:30; Thu 8-10 a.m.

Required Books:

Rawls & Bean, *California: An Interpretive History*, McGraw Hill, ISBN 978-0-07-353464-0

Mike Davis, *Ecology of Fear*

In addition, numerous handouts will be provided.

Course grade is based on 3 exams of equal weight.

The course introduces the social, cultural, economic, and political history of California, beginning with the original native peoples of the region and continuing to the present. We will learn how California's history has reflected a persistent belief that it holds out a special promise, offering the fulfillment of dreams for millions of people, and how, in the pursuit of this dream, Californians have dealt with conflict and competition among diverse peoples.

We examine the effects of diversity on economics, social issues, and the political process, with particular attention to patterns of white incursion and permanent white settlement; the socio-political impact of major historical events such as the Mexican-American War, Gold Rush, building of the Central Pacific Railroad, the Great Depression, World War II and the Cold War, social upheavals of the 1960s, the era of limitations beginning in the 1970s, and major patterns of immigration. Students are expected to gain an understanding of the historical process and its relationship to California's uniqueness as both a state of the union, and a state of mind.

History 341 – California History

Spring 2010

Section 2: MW 2:30-3:45

SBS B143

Instructor: Dr. Michael Desrochers

Office Hours: MW 8:00-9:30; 12:00-2:00; 4:00-5:00

Office Location: LCH A340 Office Phone: Ext. 1049 E-mail: mjdesrochers@earthlink.net

Required Texts:

(1) Starr, Kevin. California: A History. ISBN 978-0-8129-7753-0

(2) I will be posting my lectures on CSUDH's blackboard system. I expect you to read all of the lectures prior to my presentation of the material in class. That way I will not have to go over the identical material in class but can expand on it, address questions you might have, and, most importantly, engage you in discussions and in-class assignments based on the lectures.

Overview of Course:

Ordered chronologically, as any history course ought to be, California History focuses upon the 240-year-span from the first attempts to establish a permanent "Spanish" presence in 1769 to the present, during which span California "belonged" to Spain (41 years), Mexico (26 or 27 years), and the United States. During those two and one-half centuries, California has changed politically, demographically, socially, economically, and culturally. As well, California has been as much a state of mind as an actual state of the Union. California has been the last great hope of America and the land where hype debases every hope. California is a land of excess, of diversity, of dichotomy, of contestation. Norcal differs from Socal. Does Cencal even matter? Do people in Visalia have anything in common with Angelenos or Franciscans? How come we're so religious anyway? Are there really angels in the City of Angels, saints in San Francisco, San Diego, Santa Monica, or Santa Ana? Larger and more populous than many countries, generating a yearly GDP greater than almost every country in the world, California now, as it has been for a long while, is at the epicenter of seismic social, economic, and cultural experiments. What it does radiates to other states and other countries. Yet how many of us think of those influences? The California that matters is the one that touches our immediate and long-range concerns – work, family, community. Surveys, by their very nature, have to be selective. Since we live in Socal, Los Angeles, where we live, work, study, play, commute, are possibly rooted, will get much more treatment than Norcal. Los Angeles (basin, county, and city) has both a unique and a representative role. This course will examine aspects of those dual roles and all that precedes them in this paragraph.

Grading

I will limit grading to 4 equally weighted (i.e., 20% each) exams, each consisting of both short (substantial paragraph-length) responses to terms and essays. Study guides for each of the exams appear later in this syllabus. **The only sources you may use for your exam information are the Starr "textbook" and my lectures.** Internet shortcuts will cut short my reading of your exam!!! That still leaves 20% of the grade, which will be based on class participation. No virtual participation (ESP and the like) permitted so make sure you attend class on a very regular basis. As you know, regularity is good for the human body (and for your grade!).

Dr. Marisela R. Chávez
CSU Dominguez Hills
Office: LCH B318
Telephone: (310) 243-3226
Email: mchavez@csudh.edu

Office Hours:
Tuesdays: 12 – 3 p.m.
or by appointment

HIS 346: History of the Mexican American People II (Spring 2010)
M/W 2:30-3:45 p.m.
LCH A227

Catalog Description:

The Mexican American's contributions to the building of the Southwest; the class between Mexicans and North Americans; the emergence of the urban Mexican American.

Course Description:

This course will explore the history and experiences of Chicanas and Chicanos in the United States in the late nineteenth century and the twentieth century. Paying particular attention to how race, ethnicity, class, and gender influenced the lives of people of Mexican descent, we will also examine how Chicanas and Chicanos negotiated and influenced historical developments in particular time periods. Using both primary and secondary sources, film, literature and visual art, this course will explore themes such as immigration, migration, labor, education, gender roles, community organizations, politics, identity and sexuality.

Learning Outcomes:

By the end of this course, students should be able to:

- Identify and evaluate major economic, social, cultural and political developments in Chicano/a History
- Explain the impact of historical developments on Chicanos/as-Mexican Americans and how individuals as well as groups have affected historical developments
- Recognize historical arguments in secondary sources and evidence used to make these arguments
- Analyze primary sources in regards to larger historical themes
- Make historical arguments based on primary and secondary sources

Required Texts (tentative)

Gabriela Arredondo, *Mexican Chicago: Race, Identity and Nation, 1916-1939*

Norma Cantú, *Canicula: Snapshots of a Girlhood en la Frontera*

Douglas Monroy, *Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression*

Lorena Oropeza, *Raza Si! Guerra No!: Chicano Protest and Patriotism During the Viet Nam Era*

Tomás Rivera, *...y no se lo tragó la tierra/And the Earth Did Not Devour Him*

Online Reading Assignments on Blackboard

Description of Course Requirements

- **Participation (5%)**
- **Reading Guide/Journal (20%)**
- **Online Assignment on Labor and Politics (5%)**
- **Take-Home Midterm Essay (25%)**
- **Recipe Sharing (5%)**
- **Family History Project (10%)**
- **End-Term Take-Home Essay (30%)**

HIS 363: Modern China

Department of History
Spring 2010: M/W 2:30-3:45pm

California State University, Dominguez Hills

Yayoi Kato, Ph.D.
EMAIL: yayoikato@gmail.com
TEL: 310-243-1049

HOURS: Wednesdays 1-2pm or by appointment
Office: LCH A340

Course Description

This course explores modern history of China from 1840 to the present. China's modern era started with the clash with the West. The first half of the course focuses on Western impact on traditional China and its influences on China's modernization and nation-building. Starting with the Opium War, we discuss the rise of nationalism symbolized by the Boxer's Rebellion, internal crises and the collapse of the Imperial China, the Republican era, the birth of Chinese Communist Party and its evolution, Kuomintang (Nationalists), Japanese invasion, the World War II, and the communist revolution in 1949.

In the second half of the course, we examine society, politics and culture of the People's Republic of China after the communist revolution, focusing on the era of Mao Zedong (1949-1976) and thereafter. Major topics include life under Mao, purges and repression, Marxism and Mao Zedong Thought, the cult of Mao, the disastrous Great Leap Forward and Cultural Revolution, and the communist China's foreign relations. What changes occurred to Chinese society before and after the 1949 "liberation"? How did Mao rule his "new China"? We also discuss the post-Mao China, focusing on the market reforms initiated by Deng Xiaoping, the transformation of Chinese society and culture for the last 30 years, and China's potential to be a global superpower.

Examining China's modernization struggles and humiliation since 1850 helps us better understand today's China's governance, ideology, economic system, culture, and society. Along with academic materials, this course introduces on-line articles, books intended for popular audiences, and visual materials such as movies and documentary films.

Course Requirements

You are required to 1) take short quizzes (5 times), 2) write a statement of research topic (1-2 page) due on the third week of class, 3) take a mid-term exam, 4) write a term paper on the topic you specified in the statement (7-10 page), and 5) take a final exam. The two exams consist of the identification of terms or concepts and short essay questions. Final course grades will be calculated as follows:

Class attendance and participation	10%
Quizzes	15%
A statement of research topic	5 %
Midterm exam	20%
Term paper	20%
Final exam	30%

Required text

Jonathan Fenby. *Modern China: The Fall and Rise of a Great Power, 1850 to the Present*. Harper Collins Publishers. 2008. ISBN 978-0-06-166116-7.

CRN 20427

HIS 367 01

Course Title: Latin America: National Period

Date, Time, and Location: Tuesday and Thursday, 10:00-11:15 am, LCH A224

Professor: Ericka Verba

E-mail: everba@csudh.edu

I. Course Description

This course traces the principal economic, political, and social transformations in Latin America during the National or post-Independence period, from roughly the 1820s to the present. It considers the wide variety of local, regional, and national responses to questions about economic development, social justice, and modernity. It also looks at the way Latin America's economic and political relationship to the rest of the world -- particularly to the United States -- has impacted different nations and peoples. Themes explored include: Colonial Legacies; Independence; *Caudillismo*; Liberalism; Social Reform; the Mexican Revolution; Eva Perón and Populism; the Cuban Revolution; US foreign policy; Dictatorship and Re-Democratization in the Southern Cone; Conflict in Central America; Liberation Theology; Neo-Liberalism; and the current "Turn to the Left." Special attention will be paid to issues of class, race, and gender.

II. Book List:

- John Charles Chasteen, *Born of Blood and Fire: A Concise History of Latin America. 2nd Edition* (New York: W. W. Norton & Company, Inc., 2001. ISBN 0786887036)
- TBA

III. Grading and Assignments:

- Class Participation (5 points)
- Written Response (15 points)
- Map Quiz (5 points)
- Analytical Essay #1 (25 points)
- Analytical Essay #2 (25 points)
- Final Exam (25 points)

Women in History: European Women from the Renaissance to Post-War Feminisms

Dr. Talamante

SCC 710, W 7:00PM - 9:45PM

Email: Ltalamante@csudh.edu

History 380-01/ IDS 326-04

Office: LCH-A313

Course Goals/Objectives: This course is a survey of the history of European women since the Renaissance, with particular attention on the possibilities and limitations for women's contributions to intellectual, religious, economic, political and social change. Focus is primarily on European women, with occasional comparisons to the United States. The course will examine the experiences of women from all levels of society—from peasants to queens. Further goals of the course are to introduce students to some of the significant questions and methodologies in the contemporary study of the history of women and gender studies. Thus, we also explore the historical construction of masculinity and femininity and gender relations. The course focuses on questions and debates regarding the status of women in relation to men and access to power and privilege in early modern and modern Europe.

Required Readings:

1. Renate Bridenthal, Susan Stuard, Merry E. Wiesner-Hanks, et al., *Becoming Visible: Women in European History*, 3rd Edition, ISBN: 9780395796252.
2. Natalie Zemon Davis, *Women on the Margins: Three Seventeenth-Century Lives*, ISBN-13: 978-0674955219.
3. Virginia Woolf, *A Room of One's Own*, edited by Mark Hussey, with an introduction by Susan Gubar, ISBN-13: 978-0156030410.
4. In addition, students are required to print out and read assignments posted and/or linked on the course Blackboard site.

General Description of Assignments:

1. *Attendance and Participation = 13%*
2. *12 Reading Responses: 12% (10 points each)* Students who complete these assignments on time will be allowed to use their responses as references during exams.
3. *Group Project: 10%*
4. *Essay: 15%*
5. *Two Current Events Assignments: 10% (50 points per assignment)*
6. *Exams: 40% (Midterm: 15%; Final Exam: 25%)*

Dr. Lynne Loeb
Spring 2010 Courses

History 395 (353): TERRORISM AND TOTALITARIANISM

Course # 20433

Tu 4-6:45 p.m. LCH A-229

Ofc: LCH A-347 e-mail: lloeb@csudh.edu Phone: 310-243-3489

Spring 2010 Office Hours: Tu 9-10 a.m. and 11:30-12:30; Th 8-10 a.m.

Required Books:

- Gus Martin, *Understanding Terrorism*, 3rd Edition
- Adam Hochschild, *The Unquiet Ghost*

In addition, numerous handouts will be provided. We will also view film clips and several full-length documentary films as part of the course.

Course grade is based on three exams of equal weight.

The Course:

Terrorism has entered the lives of Americans in ways not anticipated prior to September 11. To fully understand this phenomenon requires an understanding of its roots and rationale. This course is an introduction to the history of terrorism, and to political systems that have adopted tactics and philosophies that contain elements of terrorism as a means of controlling populations and the political process: specifically, communism and fascism.

It has been said that one man's terrorist is another man's freedom fighter. We will begin our examination of terrorism by defining it, and looking at the ways terrorism has been used over the course of history (it isn't as recent a phenomenon as you may think). We will examine a broad spectrum of historical and contemporary terrorism organizations and events as well as the ways in which legitimate governments have employed terrorism as a means of state control in the 20th century.

The material we will cover in the course, while historical in context, is also highly topical and current. Students will be expected to stay current on all reading assignments and come to class prepared to participate in discussion of issues covered in the class.

Course Prerequisite: History 121 or equivalent. This course provides essential background the history of ideas, movements, and institutions related to understanding terrorism e.g., post-enlightenment clash between modernism and traditionalism, colonialism and imperialism, and nationalism.)

CRN 20436

HIS 490 01

Course Title: Senior Seminar in History Perspective – Immigration and Ethnicity

Date, Time, and Location: Mondays, 7:00-9:45 pm, NSM C239

Professor: Ericka Verba

E-mail: everba@csudh.edu

I. Course Description

Immigration has been at the foundation of American society since the first Europeans settled in America. It is also one of the more controversial issues of our present. The broad theme of this year's senior seminar is immigration and ethnicity in the United States and Latin America. As the capstone to undergraduate work as a history major or minor, this course offers the opportunity to apply research, analytical, and writing skills in the production of a substantive and well-written senior project on a topic within this larger thematic. Thus, the format of the course will permit students to devote primary emphasis on independent research based on primary sources. We will spend the first weeks of class examining several case studies of specific historical immigrations. We will also becoming familiar with the some of the historiographical issues involved in the study of immigration and ethnicity in the United States. Students will then submit a formal proposal for their research topic with initial bibliography to be approved by the instructor and commented on by the class. Students will then work on their independent research and meet individually with the instructor to discuss their progress and raise any questions and/or concerns they may have. During the last weeks of class, each student will present a first draft and a short oral presentation of his/her paper to the class for purposes of group critical discussion and constructive suggestions for revisions. The results of these sessions will then be incorporated into the final draft of the paper, due at the end of the semester.

II. Course Prerequisites:

History majors and minors should have already completed History 300 (Research and Writing Skills) before taking this course. It is also highly recommended for students to have completed History 304 (Theory and Practice of History) as well. Students who are neither history majors nor minors should have completed the university Writing Proficiency Requirement.

III. Book List:

- Thomas Dublin (ed.), *Immigrant Voices. New Lives in America, 1773-1986* (University of Chicago Press, 1993); ISBN 0-252-06290-6.
- William Kelleher Storey, *Writing History: A Guide for Students*
- (Recommended, Robert Perrin, *Pocket Guide to Chicago Manual of Style* (Cengage Learning, 2006); ISBN 9780618767236)

IV. Grading and Assignments:

- Class Participation (10 points)
- Weekly Research Log (5 points)
- Topic Statement (15 points)
- Library Search Exercise (10 points)
- Research Appointment with Reference Librarian
- Annotated Bibliography (with Working Thesis Statement)
- Prospectus (25 points)
- Outline (10 points)
- Meeting with Instructor (10 points)
- Draft of Research Paper (30 points)
- Written Critique of Peer's Draft (10 points)
- Presentation (10 points)
- Final Research Paper (40 points)