

Fall History Courses: Special Descriptions

The classes listed below are for History majors. The History 497 proseminar and 498 tutorial require permission numbers from the instructors. The lecture-discussion classes may be enrolled in through regular registration.

The university has informed you that e-mail is the official form of campus communication for information related to financial aid, registration, course changes, etc. You are responsible for activating your account. You may configure your CSUN account to automatically forward email to another preferred account.

You can find information on how to activate your CSUN User ID and password by visiting <https://www.csun.edu/helpdesk/stuact.html> and can configure your mail forwarding by visiting the Campus Account Utility located at <https://www.csun.edu/account>.

History Major Advisement:

If you have not reviewed your academic program with a history advisor, we encourage you to do so as you prepare for the spring semester. All new transfer students and freshmen should definitely seek advisement. The faculty are available for advisement and we recommend that you talk with professors that you have worked with in the past or whom you are taking classes with this semester. They are particularly valuable for advice on career objectives, opportunities in the field of history, and guidelines for success in history classes. If you are ready to apply for graduation and need a DPR check, you should meet with them. We also have Professor Nan Yamane as our specialist for undergraduate advisement. If you are a transfer student or freshman and you haven't met with her, please schedule an appointment through the department office. Professor Yamane will also do DPR checks and provide general advisement as indicated above.

Social Science Credential:

The social science credential program for secondary teaching is posted on the College of Social and Behavioral Science website for the program: <http://www.csun.edu/~SSSMP/> To obtain further information on the Social Science subject matter component of the program or to make an appointment for advisement, contact the department at x3566 .

A SPECIAL WORD REGARDING PROSEMINARS AND TUTORIALS

Please note that all Proseminars (497), Tutorials (498), are RESTRICTED classes. This means that enrollment is by consent of the instructor only, and that you CANNOT enroll in them simply by asking for a permission number. You must personally contact the professor so that he/she can determine whether your enrollment is appropriate given the particular content, approach, requirements, and level of the course. Before contacting the professor, be sure you have read the

description of the class provided below. The professor will then decide whether to give you a permission number. Also, since these courses fill up quickly, DO NOT wait until your registration date (or even later) to contact the professor. Do so as soon as you have determined that you wish to take the course. Following these procedures will assist both you and your professors.

Lecture-Discussion Classes

History 110 World History to 1500 TR 930 SH 186 Professor Rachel Howes

Introduction to major developments in world history from the emergence of complex societies until 1500 c.e. Examines processes of social, cultural, political, and economic change throughout this period, and emphasizes comparisons of, and interconnections between, major world civilizations in Europe, Asia, Africa, and the Americas. (Available for General Education, Social Sciences)

History 111 World History since 1500 W 1620-1850 SH184 Professor Kathleen Addison

An introduction to the major developments in World History from 1500 to the Present. The course examines the processes of social, cultural, economic, and political change throughout this period, and emphasizes the production of global cultures and reactions to them. (Available for General Education, Social Sciences)

History 150 Western Civilization I MW 800-915 CR5125 Professor Robert Cleve

History 150 Western Civilization I W 1900-2145 SH184 Professor Michael Meyer

History 150 Western Civilization I 930-1045 OVO 25 Professor Clementine Oliver

The roots of modern civilization in the West before 1500, with emphasis upon the historical development of political structures, the rise and fall of societies and the role of religion.. (Available for General Education, Section F:1 and under the new GE program R, Arts and Humanities)

History 151 Western Civilization II M 1900-2145 JA100 Professor Erik Goldner

History 151 Western Civilization II MW 930-1045 ? Professor Kathleen Addison

History 151 Western Civilization II MW 1100-1215 OVO25 Professor Jeffrey Auerbach

Modern civilization in the West since 1500, with emphasis upon the historical development of the basic elements of culture and problems of contemporary times. (Available for General Education, Section F:1 and under the new GE program R, Arts and Humanities)

History 161 Survey of the History of Latin America Friday 1100-1345 JA100 Professor Patricia Juarez-Dappe

A study of certain aspects of the culture and society of Latin America and an analysis of the relation of those aspects to the contemporary scene. (Available for General Education, Comparative Cultural Studies.)

History 210 A History of the Jewish People MWF 1100-1215 JR301 Professor Elaine Goodfriend

A study of the Jewish people from their beginnings in the ancient Near East to the establishment of the modern state of Israel. (Available for General Education, Comparative Cultural Studies.)

History 270 The United States to 1865 TR 6:30-7:45 SH279 Professor Michael Ward

History 270 The United States to 1865 TR 123901345 CR5122 Professor Tristan Traviolia

History 270 The United States to 1865 Friday 1100-1345 OVO25 Professor David Parker

A survey of the political and social development of the United States through the Civil War. (Meets Title V requirement in American history, institutions, and ideals.)

History 271 The United States since 1865 MW 800-915 USU22 Professor Bradley Reynolds

History 271 The United States since 1865 TR 1100-1215 SQ104 Professor Sheryl Nomelli

History 271 The United States since 1865 TR 1100-1215 SH386 Professor Michael Ward

History 271 The United States since 1865 MW 1400-1515 NA101 Professor Neil Thompson

History 271 The United States since 1865 T 1900-2145 JA100 Professor Leslie Smithers

A survey of the political and social development of the United States since the Civil War. (Meets Title V requirement in American history, institutions, and ideals.)

History 301 The Historian's Craft: Reading, Research and Writing History TR 1100-1215 JH1131 Professor Joyce Broussard

History 301 The Historian's Craft: Reading, Research and Writing History T 1620-1850 SH186 Professor Donal O'Sullivan

History 301 the Historian's Craft: Reading, Research and Writing History Friday 900-1145 SH184 Professor Michael Powelson

History 301 The Historian's Craft: Reading, Research and Writing History Monday 1900-2145 SH268 Professor Nan Yamane

The purpose of The Historian's Craft is to provide CSUN students with basic skills used by historians. It is primarily designed for history majors, and emphasizes analytical thinking about

our past. There are four important goals for students in this class: 1) To understand "what is history," and to learn to think "historically;" 2) to learn the basic tools of the historian (using sources, historiography, research, writing); 3) to design, research, write, and rewrite a research paper in one semester; and 4) to learn the general skills required of a successful seminar student, especially for those taking the proseminar, and/or those interested in graduate school.

In class we will discuss historiography, the use of various sources, the process of doing research, the use of critical skills, as well as applying historical methods to individual research projects. Students will develop a research topic, then write a proposal, a primary source essay, book reviews, a historiographic essay, and finally, put together a 15 to 20 page research paper.

**History 303 Themes in Western Civilization before 1500 Tuesday 1620-1850 SH268
Professor Frank Vatai**

**History 303 Themes in Western Civilization before 1500 TR 1100-1215 SH279
Professor Frank Vatai**

**History 303 Themes in Western Civilization before 1500 Friday 800-1045 SH186
Professor Robert Cleve**

**History 303 Themes in Western Civilization before 1500 Monday 1900-2145 SH184
Professor Robert Cleve**

Prerequisite: Completion of the lower division writing requirement. This class is intended to introduce upper division students to the concepts and unresolved problems that have shaped the development of Western Civilization prior to 1500. (Available for General Education, Section F:1 and under the new GE program R, Arts and Humanities)

History 304 Themes in Western Civilization after 1500: Revolution in Society MWF 1230-1345 SH184 Professor Kathleen Addison

Prerequisite: Completion of the lower division writing requirement.

The usual perception of Revolution involves the political definition, in which disparate groups within society come together to overthrow the existing government and replace it. However, there were many different forms of revolution beyond the political in the era from the Renaissance to the present: The Renaissance itself represented a cultural revolution, followed by the religious revolution of the Reformation; the joint intellectual revolutions of the Scientific Revolution and Enlightenment; the Industrial, Agricultural and Demographic revolutions of the 19th century; the global revolution of imperialism and capitalism; and of course the political revolutions including the French and Russian. Each of these different actions dramatically transformed the lives of people across the world, through ideas, inventions, or actions. Yet, each is part of an integral whole that has contributed to the modern concept of globalization. We will examine each of these movements and study the connections and linkages between them. (Available for General Education, Section F:1 and under the new GE program R, Arts and Humanities)

History 341 Modern Europe Since 1815 TR 1100-2115 SH288 Professor Erik Goldner

Prerequisite: Completion of the lower division writing requirement. Institutions, culture, and political development of Europe from the Congress of Vienna to the present day. (Credit will not be given for 341 if credit has already been received for either 446 or 447) (Available for General Education, Social Sciences)

History 342 Contemporary World Civilization since 1945 TR 1400-1515 SH184 Professor Donal O'Sullivan

History 342 Contemporary World Civilization since 1945 MW 1400-1515 Professor Michael Powelson

History 342 Contemporary World Civilization since 1945 Wednesday 1620-1850 SH186 Professor Miriam Neirick

History 342 Contemporary World Civilization since 1945 Monday 1900-2145 SH186 Professor Miriam Neirick

Prerequisite: Completion of the lower division writing requirement. Analysis of the post-World War II evolving civilization which focuses on the changing relationships between the Euro-centric cultures and the developing "Third World" countries, as well as the emerging nations of the former communist bloc. (Available for General Education, Social Sciences)

History 349A Women in American History through 1848 TR 930-1045 SH279 Professor Joyce Broussard

Prerequisite: Completion of the lower division writing requirement. Survey of women's roles and status through 1848. (Available for General Education, Comparative Cultural Studies)

History 349A Women in American History through 1848 MW 1230-1345 SH279 Professor Nan Yamane

The basic goals for both H349A and H349B are fivefold: 1) to gain an understanding of women's past experience, particularly in the areas of family, work, and public life; 2) to understand how women's experiences in family, work, and public life have changed over time; 3) to understand the relationship between individual and group experiences, and how ethnicity, race, and class--as well as gender, have shaped women's past experiences; 4) to understand how women have exerted power in their own lives, and in society as a whole; and 5) to learn how historians have explained women's past lives, and to think about which explanations you find most persuasive.

Class lectures form a framework for readings and discussions, and for a generalized understanding of the experiences and group patterns among American women. Additionally, assigned biographies and presentations provide examples of the rich and complicated texture of individual women's lives. (Available for General Education, Comparative Cultural Studies)

History 356 Anti-Semitism in Europe MW 930-1045 SH279 Professor Michael Meyer

This course about anti-Semitism encompasses attitudes, legal formulations, artistic references, and actions toward the Jews in Europe and those aspects of general European history necessary for an understanding of the ideology from antiquity to the present. Existing psychological, sociological, economic, and political analyses will be examined in the light of an added historical dimension with special sensitivity toward the Holocaust. Ideally this course will unfold as an interdisciplinary exercise shaped by student interest and expertise in related areas spanning the arts, popular culture, humanistic studies, science, and social science. Assigned texts: Edward H. Flannery, *The Anguish of the Jews*; Richard Levy, *Antisemitism in the Modern World*. Requirements: Mid-term and Final exams; Report, either a Paper of 5-8 pages, or, an Oral Presentation of 20-30 minutes. (Students will be introduced to a Collection of pro-Nazi activities in Los Angeles/Southland (1933-1945) at the CSUN Urban Archives for possible use for the Report.)

History 369 History of American Indians TR 800-915 SH279 Professor Michael Ward

Prerequisite: Completion of the lower division writing requirement. Examines the dramatic history of indigenous Americans from the era of conquest and colonization to the present with emphasis on cultural persistence, the roles and contributions of women from ancient times to the present, and the historic interactions between non-Indians and Indians, as well as between various Indian groups. (Available for General Education, Section F Cultural Studies)

History 370 Problems in American History to 1865 TR 1100-1215 SH186 Professor Christopher Magra

History 370 Problems in American History to 1865 TR 930-1045 SH268 Professor Susan Falck

History 370 Problems in American History to 1865 TR 1400-1515 SH288 Professor Tristan Traviolia

History 370 Problems in American History to 1865 MW 930-1045 SH102 Professor Thomas Maddux

Prerequisite: Completion of the lower division writing requirement. Exploration of the political, cultural, and social themes of U.S. history prior to the Civil War with emphasis given to examining conflicting ideas about such issues as the dynamics of colonial settlement, the origins of the Revolution, the ratification of the U.S. Constitution, the development of liberal capitalism, the nature of the American democratic political system, the impact of slavery, and the causes of the Civil War. (Meets Title V requirement in American History, Institutions, and Ideals.)

**History 371 Problems in American History: 1865 to Present Monday 1900-2145 SH288
Professor Nan Yamane**

**History 371 Problems in American History: 1865 to Present Saturday 900-1145 SH186
Professor Leslie Smithers**

**History 371 Problems in American History: 1865 to Present Friday 800-1045 SH288
Professor James Sefton**

Prerequisite: Completion of the lower division writing requirement. Exploration of the political and social themes of the history of the United States with emphasis given to examining conflicting ideas about such issues as Progressivism, the New Deal, Workers in an Industrial Age, the Immigrant Experience, the United States as a world power as well as questions of Gender, Race and Class over time. (Meets Title V requirement in American History, Institutions, and Ideals.)

400 level Lecture-Discussion Classes

History 410 The Ancient Greek World TR 1400-1515 SH268 Professor Frank Vatai

Mediterranean world from the rise of Greek civilization to the conquest of Greece by Rome.

History 417 California for Educators Wednesday 1620-1850 SH279 Professor Nan Yamane

This is a survey class of California's history and geography, listed in both departments and designed to give students a basic understanding of California in time and space. This class was particularly designed for ITEP students, though all are welcome. (students should not take both H488 & H417). Divided up into three sections, we will explore California up through the Bear Flag Revolt; from the Gold Rush to 1906; and the twentieth century.

History 424 Medieval Middle East Tuesday 1900-2145 SH 186 Professor Rachel Howes

This course will trace Islamic conceptions of government, law, religion, science, and literature in the Middle East in the Early Islamic period (600-1258CE). This course will then examine the effect that these conceptions had on the Muslim community and on the communities of conquered peoples in the Middle East in this period. We will be focusing on a combination of modern and medieval scholarship concerning this period. Students will be expected to write a series of short papers, a midterm paper, and a final paper.

History 434 European Colonialism MW 930-1045 SH184 Professor Jeffrey Auerbach

Prerequisite: Upper division standing. Examines the expansion, consolidation, management, disintegration, and consequences of the modern European empires, focusing on the ambiguities of identity produced by the encounter between European, American, African, Middle Eastern, and other cultures. Topics include such cultural constructions as cannibalism, exoticism, orientalism, primitivism, racism and tourism.

**History 438 Traditional India from Antiquity to 1526 Tuesday-Thursday 1230-1345 SH279
Professor Shiva Bajpai**

History and culture of the Indian sub-continent from antiquity to the establishment of the Mughal empire in 1526.

History 441 History of World War II MW 1230-145 SH288 Professor James Sefton

This course is not considered a course in American History during World War II. Rather, it is a study of one of the events that defined both American and world history in the 20th Century. The course therefore begins with 1919 and the Treaty of Versailles ending World War I, and continues with pre-war diplomatic and military developments in both Europe and Asia, 1920-1941. The main focus of the semester is on causes, campaigns, major policy decisions, and consequences of the war. Coverage of campaigns includes not only land battles in Europe, but also Naval operations in the Pacific and doctrines of the uses of sea power throughout the period 1920-1945. Activities and conditions on the home front in America are also important. Resource material includes original letters, photographs, music, and interviews.

History 444 The Renaissance and Reformation TR 1100-1215 SH268 Professor Clementine Oliveer

Though historians have traditionally understood the fifteenth and sixteenth centuries as the great age of the Renaissance and the Reformation, and thus as a radical break from Europe's medieval past, we will take a different approach to the period after the Black Death, tracing the continuities as well as the shifts, examining the life of the low as well as the world of high society, culture, religion, and politics. We will consider some of the most celebrated writers from this period alongside the lives of peasants so that we might examine our own understanding of modernity and our assumptions about historical periods. We will ask of Machiavelli, of More, of Erasmus, of Montaigne, "How do their ideas of the future affect our understanding of the past?"

History 446 19th Century Europe MW 1100-1215 SH279 Professor Michael Meyer

This **Nineteenth Century European History** course will begin with **The Age of Revolution (1789-1848)**, broaden into an examination of **The Age of Nationalism and Reform (1850-1890)** and conclude with an assessment of pre-World War I culture in **The Age of Empire (1875-1914)**, the **fin de siecle**. In the Nineteenth Century the Industrial Revolution and the French Revolution worked themselves into the social fabric of the European nations (as of the US), into their habits, institutions, systems of thought and works of art. The old order waned and gave way to the modern, bourgeois order, the modern nation state and its bureaucracies, industrial capitalism and the socialism of the proletariat. The course will offer a compromise between historical narrative and theoretical presuppositions, analysis and synthesis, and it will strive to maintain a balance between an assumed objective past and what that past means to us. The student is invited to participate in the interdisciplinary approach to the Nineteenth Century. Read the novels and plays (i.e., Stendhal, **The Red and the Black**; Dickens, **Hard Times**; Ibsen, **An Enemy of the People**), the poetry and scholarly or polemical works; listen to the music and the lyrics (classical and popular); evaluate the paintings, the sculpture, architecture and thought of the period; and apply the principles of science, law, psychology, political science, sociology, etc. to your understanding of the historical situations, of

individuals, of historical documents and monuments. Focus on an area of your interest and examine this in its historical context.

Required Readings: Breunig and Levinger, **The Revolutionary Era, 1789-1850**; Rich, **The Age of Nationalism and Reform, 1850-1890**; Hobsbawm, **The Age of Empire, 1875-1914**; Perry, et al, **Sources of the Western Tradition**.

Report: Submit a paper of 5-8 pp. -or- present a 20-30 minute oral report on a topic, book, or works of art relevant to the period under review in class.

Grade: determined by a final exam (50% of the grade), mid-term (25%) and the Report (25%).

Lecture Topics: Introduction and Background: Dialectics, Traditional Order, Modernity: The Enlightenment; The French Revolution and Revolutionism; The Industrial Revolution and The Beginning of a new History; Romanticism: Modern Art and Individualism; The Age of Restoration: Conservatism; An Age of Isms: Liberalism, Utilitarianism, Nationalism, Socialism; The Revolutions of 1848; Bonapartism: The Second French Empire; Capitalism, Marxism; Darwin, Comte and other mid-century thinkers; Wagner and Wagnerism; The Crimean War; Wars of Unification: Italy, Germany; European Power: Capitalism, Imperialism; The Second International: Socialism; Anti-Semitism: The Dreyfus Affair; The European Crisis in Thought and Changes in the Arts, Nietzsche; The Long Fuse: The Road to War; The Proud Tower: Bourgeois Culture; The Nineteenth Century: an Assessment.

History 450 Russia since 1917 MW 1400-1515 SH184 Professor Miriam Neirick

Starting with the collapse of Imperial Russia and the 1917 Bolshevik Revolution, the course examines the Soviet period in Russian history, including industrialization, Stalinism, the Great Patriotic War, the USSR as a superpower, and the demise of the Soviet Union in the late 1980s.

History 462 19th Century Latin America MW 930-1045 SH268 Professor Michael Powelson

Examination of the struggle for independence and social, political and economic development of Latin American nations from 1810 to 1914.

History 470 The United States: The Colonial Period TR 1400-1515 SH186 Professor Christopher Magra

Origins and development of the 13 colonies, from the beginning of settlement to the end of the French and Indian War.

History 471 American Revolution and Constitution, 1763-1800 M 1900-2145 SH268 Professor Tristan Traviolia

Development of an American national, from the start of the revolutionary activity to the end of the Federalist control.

History 475 Women in Modern United States History: 1900-Present Thursday 1900-2145 SH279 Professor Joyce Broussard

This course explores the social, cultural, economic, and political character of women in the United States since 1900. How women coped with, and shaped, the world in which they lived as mothers, workers, activists, and intellectuals will be emphasized. We will study the rise of the new feminism of the 20th century, the differing experiences of women according to race and class and marital status, the popular reaction (both political and cultural) to women's liberation and the changing role of women in the economy, religion, education, politics, and science. Also included in this course will be discussion of gender issues that impacted the new women of the 20th century, such as lesbianism, violence against women, homophobia, and women in war. We will focus on key individuals within our examination of broader themes. The course is based upon selective readings and class discussion, and students will complete a research paper exploring the historiography of Women's History in the modern era.

History 477 The Popular Arts and American History Wednesday 1900-2145 SH279 Professor Neil Thompson

Explores 19th and 20th century U.S. history through the lens of the popular arts. By examining mass produced novels and illustrations, theatrical productions, movies, songs, music, and radio and television programs, the course considers the power of the popular arts to influence politics, cultural developments, social movements, and international relations. Instead of approaching these materials as idle diversions to be consumed and discarded, we consider them as works that can repay serious analysis and interpretation.

History 482 Constitutional History of the United States to 1877 MW 930-1045 SH288 Professor James Sefton

This course covers the origins of American government in the colonial and Revolutionary period; the Constitutional Convention; the formation and development of the new national government; the work of the United States Supreme Court; and the constitutional aspects of familiar topics, such as early political parties, the Alien and Sedition Acts, controversies over presidential power, the growth of interstate commerce, Jacksonian Democracy, nullification, slavery, sectionalism, Civil War and Reconstruction. The course is appropriate for any upper division History major. It is especially relevant for secondary credential candidates who will find themselves teaching courses in government. The course is taught as a course in History, not Law; however, it is strongly recommended for students who are interested in Law or contemplating attending Law School.

History 485 Diplomatic History of the United States since 1914 TR 1100-1215 SH184 Professor Thomas Devine

Analysis of the U.S. foreign policies since 1914 with emphasis on the origins, nature and results of America's involvement in the World Wars, the Cold War and global international affairs since the 1950's.

History 486J History of Jews in the United States MW 1230-1345 SH186 Professor Amy Shevitz

This course explores the social, cultural, economic and political history of Jewish people in the United States from the colonial era to the present. Jews have always been a very small minority in the United States (less than 4.5%), yet they have made a significant impact on American politics, economy, and culture. We will examine this impact as well as the specific effects of America upon Jewish identity and on Jewish culture.

History 488 California TR 1100-1215 SH102 Professor Josh Sides

Political, economic, social, and intellectual growth of California from Spanish times to the present, with emphasis on current characteristics and problems.

History 491A Modern China Thursday 1900-2145 SH184 Professor Richard Horowitz

Survey of political, economic, and social history of China from antiquity to the fall of the Ming dynasty in 1644 to the Republican Revolution of 1911, with special emphasis on early Manchu success, China's response to the impact of the West, and the Manchu decline.

History 494SOC Internship Program Arrange Professor Merry Ovnick

Three units of elective credit while you gain work experience, build your résumé, and start a career network. Consider working in a museum, a historic monument, an archive, in city government, in a community college, a non-profit agency, etc. this spring – or how about a summer in Washington DC or Deerfield, MA or a national park – in lieu of a traditional classroom experience? A minimum 120 hours' work under professional guidance allows you to "try out" your dream profession. Open to upper division and grad History majors and minors with a minimum 3.0 GPA and demonstrated writing and reasoning skills. Contact Prof. Merry Ovnick for an appointment: merry.ovnick@csun.edu

Objectives of the Internship Program:

- to provide the History Major or California Studies Minor student with an opportunity to apply knowledge of his or her field in a pre-professional position;
- to establish professional contacts and recommendations facilitating the student's career objectives;
- to enhance the student's critical judgment of functioning programs in his/her field;
- to allow the student to assume responsibility for developing and testing a specific project in the history discipline or the California specialty, under professional direction;
- to strengthen the ties of service and communication between the university and the community.

Requirements:

To obtain an internship, a History Major or California Studies Minor must have attained upper division or graduate standing with at least a 3.0 average. A demonstration of writing and analytical skills is also required.

The intern will work 120 hours at the host institution during the semester. All transportation is the student's responsibility. At the conclusion of the internship, the student will submit a paper

(described below). To complete the course satisfactorily, the student must meet the expectations of both the host institution's supervisor and the History Department internship coordinator.

Mechanics:

Under the host institution's direction, the intern is expected to develop a project or explore new methods that allow him or her to creatively expand both the institution's program and his/her own professional skills. The internship coordinator will work with the host institution to encourage creative opportunities consonant with its goals and commensurate with the student's capabilities. This creative project will allow the student to test his ability to design and carry out a policy under actual budgetary, political, and other realistic conditions. The coordinator will obtain feedback from the host institution, which will be part of the student's course evaluation.

The student will present an assessment paper in two parts at the end of the semester. It will be based on a journal kept by the student during the anticipated ten to twelve weeks of service at the host institution. The journal and the student's accommodation within the institutional program will be reviewed periodically with the internship coordinator. In the paper, the student will determine the intended objectives of the institution's program and the actual objectives served, insofar as they may diverge. He or she will evaluate the strengths and weaknesses of the program relative to these objectives. Because this is a history internship, he/she will also evaluate the program's role as a history facilitator. In both regards, the student will be challenged to propose means of enhancement. The final paper, developed from the journal and in consultation with the internship coordinator, will be comprised of two parts. One, diplomatically couched, will be shared with the host institution. It will identify the objectives, positive effects, potentials, and the student's proposals. The other will evaluate his own role, obstacles, and achievements, on the one hand, and the institution's possibilities and problems relative to its objectives and as a historical resource agency, on the other.

The course is offered on a credit/no credit basis, the true rating for the course being the letters of recommendation earned from the host institution and internship coordinator. While the 3 units count toward graduation, they do not apply to the required units for the major. The student is expected to devote 140 hours to this course (120 of them at the host institution). This is commensurate with the hours demanded by other 3-unit courses. Ten to twelve hours per week are expected to be spent at the host institution. Briefing sessions at the beginning of the semester and paper preparation at the end account for the balance of the time requirement.

At the end of a satisfactory internship, a permanent portfolio will be created in the History Department containing the letter of recommendation received from the host institution and a cover letter of evaluation from the internship coordinator. It will serve as a permanent source of reference letters for the successful intern.

For further information, contact Prof. Merry Ovnick, Internship Coordinator, at the History Department: 677-3566 or 677-3549, or Merry.Ovnick@csun.edu.

History 496IH Israel's History and Peoples TR 1230-1345 SH186 Professor Jody Myers

This course is essential for an understanding of the modern Middle East, covering the history of the modern State of Israel from the emergence of modern Jewish nationalism (1880s) to the present time. The first part of the course is a historical survey. The second half of the course focuses on the diverse peoples that make up Israel's multicultural, multi-religious, and multinational society. Course reading includes a historical narrative (Bernard Avishai, *The Tragedy of Zionism: How its Revolutionary Past Haunts Israeli Democracy*), primary source documents (Itamar Rabinovitch and Jehuda Reinharz, eds., *Israel in the Middle East*), a journalistic description of Israel's peoples (Donna Rosenthal, *The Israelis: Ordinary People in an Extraordinary Land*), and Internet sources such as YouTube and Israeli Jewish and Palestinian online newspapers and blogs

Proseminars and Tutorials

History 497H: Immigration, Race, and Gender in the United States Thursday 1620-1850 SH268 Professor Andrea Henderson

This research seminar will examine topics in the history of immigrants in America from the 1880s through 1965. Seminar readings explore the themes of immigration, race, and gender by including both "classic" historical texts and new research that reveal various historical approaches to understanding U.S. immigration. In addition to exploring the history of southern and eastern European immigrants, we will use a comparative framework to integrate Latin American and Asian migrants into our understanding of late nineteenth through mid twentieth century immigration. The seminar discussions and student research projects will investigate conceptions of immigrant identity in terms of race, ethnicity, gender, and nationality. How did gender define the processes of immigration and racialization? And how did immigration and racial identity alter conceptions of gender? Some course themes include debates in immigration history, community building, acculturation, racial formation, victimization vs. agency, and competing notions of citizenship.

History 497J: Travel Accounts: Myths, Lies and Images of "The Other" Friday 1500-1745 SH288 Professor Patricia Juarez-Dappe

Throughout the world, travelers have left observations about peoples and places that are of interest to historians. Perceptions and misconceptions about the Americas purveyed in early exploration accounts colored interpretations in subsequent centuries. By the early 19th century the literary genre fell within a firmly established tradition that perpetuated earlier images while adding new variations and embellishments. This course will examine the works left by European and North American travelers in Latin America from the 16th to the early 20th century. After discussing recent scholarly literature on travel accounts, students will examine original written works left by diplomats, missionaries, women, military, and businessmen to uncover perceptions of outsiders to the region and understand the very process of representation and history. Assignments will consist of weekly readings, oral presentations, and a final research paper. It is

required for students to have passed History 301 in order to enroll in this course. Please contact Professor Juarez-Dappe at pjuarez@csun.edu for questions on the course.

History 497W Antebellum American Transitions, Reforms and Expansion Thursday 1620-1850 SH288 Professor Michael Ward

This course will explore cultural change during the Age of Jackson and the rise of American capitalism. In this seminar students will explore one of the more dynamic periods in America history, where old cultural forms gave way to market expansion and territorial growth, the emergence of the middle and working classes, redefinitions of family and gender roles, real estate bubbles and crashes, bank failures, episodes of social experimentation and reforms, and struggles between national and regional identities. By examining the scholarship on this period, students will gain insights into the historical foundations of American culture. The second part of the course will center on student research papers that will utilize a range of primary sources related to topics that they will choose within the contexts of the pre-Civil War United States.

History 498C Photography as a Historical Resource Monday 1600-1845 SH 288 Professor James Sefton

In this course, students learn to interpret and use photographs as a source of political, social, and cultural information about the particular society and time period depicted. A variety of examples of important historical photography from the 19th and 20th centuries, including the Crimean War, the Civil War, the Depression Era, and others will be studied. Early photographic processes, such as the daguerreotype, and the ways in which these processes shaped the uses of photography, will be covered. Students will also prepare photo essays on subjects of historical importance around Los Angeles or Southern California. These will involve writing short essays and doing the photography that illustrates them. Access to a 35mm film camera (easily available if you do not have one) and some elementary knowledge is important. However, advanced photographic skills are not required. The class will include necessary assistance with camera technique so that students' skills improve during the semester. This portion of the course is based on film, because 97% of historical photography is film, and knowing how to do it is a major part of understanding it. Film skills are not perishable; they also assist in your personal digital photography. As time allows, there are opportunities for visits to museums, galleries, and fine art photography auction previews. The course is appropriate for the general History major and particularly useful to those interested in archival work, public relations, and teaching.

History 498C: Enlightenment Encounters MW 1400-1515 SH288 Professor Erik Goldner

This course investigates the encounters of Europeans with other peoples and cultures over the long eighteenth century, and how those encounters prompted Europeans to reexamine old traditions and formulate new ideas. The course focuses on primary sources from the period, including travel and adventure narratives, as well as literary and philosophical texts by the likes of Rousseau, Locke, Montesquieu, Swift, and Defoe that were inspired in part by Europe's encounter with a wider world.

History 498C: A History of Iran TR 1230-1345 SH288 Professor Rachel Howes

This class will examine some of the major themes in the history of Iran from the Arab-Islamic conquest until the Iranian Revolution. The focus in this course will be on the intellectual and cultural interactions between people and the development of identities both real and imagined. This does of course necessitate some discussion of social, political and economic factors, but the focus will be cultural and intellectual. The course will be divided into five parts. The first will deal with Iran before the the Arab-Islamic conquests. The second will deal with the conquests and their effects on Iran and the role of Iran as a key province in the Umayyad and Abbasid Caliphates. The second part will deal with the emergence of a unique Persian Islamic culture between the tenth and thirteenth centuries. In the third part we will look at the glory days of Persian culture under the Ilkhanids, Timurids and Safavids. Finally we will look at the interaction of this unique culture with Europe in the nineteenth and twentieth centuries. In each section we will trace the developments and changes in Persian or Iranian identity and culture.

History 596R Colloquium on Stalinism Friday 900 SH 279 Professor Donal O'Sullivan

With the partial opening of Russian archives, scholars have been able to access previously secret documents of the Stalin period, resulting in vital contributions to major debates in Soviet history. Was Stalin's personal dictatorship a logical consequence of the Bolshevik revolution or a deviation from true Leninism? How did Marxists explain the Stalin phenomenon? Was Stalin personally to blame, and in what way did social forces, ideology or foreign threats contribute to the leadership cult? Were the purges initiated from above or below? Why did so many Soviet citizens turn into willing executioners of so-called 'enemies of the people'? The course will analyze major junctions on the path from party rule to full-scale personal dictatorship and examine economic, political, social and cultural factors. It will also include Stalinist gender roles and policies toward ethnic and national minorities. The course aims at providing a better understanding of dictatorship, state repression and society.

History 498C: Saturday 1100-1345 SH268 Professor Kathleen Addison

History 498C: The Empire Strikes Out. The Fall of the Roman Empire Tuesday 1900-2145 SH279 Professor Robert Cleve

The Roman Empire was a stable and well functioning state for more than five centuries. Never before and never since have the many diverse peoples, cultures and societies of the troubled Mediterranean Basin enjoyed peace and prosperity for so long as they did during the *Pax Romana*, the period that the Enlightenment historian Edward Gibbon called "that happiest age of human history." The umbrella of the Empire produced free and unrestricted trade, commerce, and economic activity that produced prosperity on an unprecedented scale. The firm but basically unoppressive Roman rule promoted an era of civic order and tranquility that facilitated the free exchange of intellectual ideas and spiritual ideologies on a scale unsurpassed at anytime during the long history of this region. The peoples of the Mediterranean Basin thus come to assume that the mighty Roman Empire was permanent. But the only permanent thing in history is change, and eventually the Roman Empire declined and ceased to exist. For many centuries now, scholars, philosophers and historians have been fascinated with the question: "Why did the Roman Empire fall?"

In this course we will examine the vast quantity of both the primary and the secondary sources that have accumulated over the centuries attempting to explain this intriguing question. The number of theories that have been proposed is almost unlimited. Indeed, there seem to be as many theories for the fall of the Roman Empire as there are historians—in fact, there are more, because some historians have more than one theory.

500-600 Level Graduate Colloquia and Seminars

History 505 Archival Theory and Methods Thursday 1620 SH 279 Professor Robert Marshall

Introductory course on the essentials of archival administration. Topics include archival theory, the history of archives in the United States, the development of collecting policies, techniques for preserving historical materials, and arrangement and description of collections.

HIST 508 – PRACTICUM AND INTERNSHIPS IN ARCHIVAL ADMINISTRATION Arrange Professor Robert Marshall

Overview:

HIST 508 – Practicum and Internships in Archival Administration are the final courses in the sequence. These hands on experiences are intended to better prepare students to enter the archival, museum and related professions. Post baccalaureate students who meet minimum requirements for admission to the history M.A. program will also be admitted on a space available basis. The practicum can be taken throughout the year after consultation with the instructor.

Students will choose among several archival experience options which include arrangement and description of manuscript and/or photographic collections, exhibition of historic materials, automation and cataloging of manuscript collections, conservation of paper, oral history interviewing and web page design. Practicum experiences will be available at several repositories and location sites under the supervision of their respective archives administrator. Potential archival institutions and repositories will include the Center for Photojournalism and Visual History, CSUN; Natches Historical Society, Natches, Mississippi; San Fernando Valley Heritage Network Historical Societies; Getty Research Institute and Institutional Archives, Los Angeles; St. Vincent Medical Center Historical Conservancy, Los Angeles; Immanuel Presbyterian Church, Los Angeles and other archival repositories and collections that are members of the LA as Subject Archives Forum. Both practicums and internships available at the Delmar T. Oviatt Library on campus include Special Collections, CSUN, University Archives, CSUN, and of course the Urban Archives Center, CSUN.

Reading assignments will depend upon the specific project chosen by each student for the History 508 - Practicum in Archival Administration. Off-site reading assignments will be worked out with individual site-supervisors. Generally, students should become familiar with the following works:

Society of American Archivists Basic Manual Series (I & II):

- *Archives & Manuscripts: Administration of Photographic Collections* by Mary Lynn Ritzenthaler, Gerald J. Munoff, Margery S. Long (Chicago 1984)
- *Archives & Manuscripts: Exhibits* by Gail Farr Casterline (Chicago 1980)
- *Archives & Manuscripts: Conservation – A Manual on Physical Care and Management* by Mary Lynn Ritzenthaler (Chicago 1983)
- *Archives & Manuscripts: Public Programs* by Ann E. Pederson and Gail Farr Casterline (Chicago 1982)
- *Arranging & Describing Archives and Manuscripts* by Fredric M. Miller (Chicago 1990)
- *Arranging & Describing Archives and Manuscripts* by Kathleen D. Roe (Chicago 2006)
- *Museum Archives: An Introduction* by William Deiss (Chicago 1983)
- *Photographs: Archival Care and Management* by Mary Lynn Ritzenthaler and Diane Vogt-O'Connor (Chicago 2006)
- *Preserving Archives and Manuscripts*, by Mary Lynn Ritzenthaler (Chicago 1993)

- Kane, Lucile M. *A Guide to the Care and Administration of Manuscripts*. The American Association for State and Local History (Tenn. n.d.)

Articles:

- Berner, Richard C. "Arrangement and Description: Some Historical Observations," *American Archivist*, Volume 41, No. 2, April 1978
- Berner, Richard C. "The Arrangement and Description of Manuscripts," *American Archivist*, Volume 23, October 1960
- Brubaker, Robert L. "Archival Principles and the Curator of Manuscripts," *American Archivist*, Volume 29, No. 4, October 1966
- Evans, Frank B. "Modern Methods of Arrangement of Archives in the United States," *American Archivist*, Volume 20, No. 2, April 1966
- Vanderbilt, Paul. "Evaluating Historical Photographs: A Personal Perspective," *AASLH Technical Leaflet 120*

Students should order those manuals that were not required readings for HIS 505, 506 & 508 directly from (non-circulating copies of the manuals are also available on the reference shelf in Special Collections & Archives):

The Society of American Archivists, Publications Department
 527 S. Wells Street, 5th Floor, Chicago, Illinois 60607-3922
 TEL 312/922-0140 – FAX 312/347-1452 – info@archivists.org or <http://www.archivist.org>

Practicum & Internship Coordinator & Supervisor: Robert G. Marshall, Adjunct Professor OVLIB 265A – Special Collections & Archives 818.677.2832
robert.marshalla@csun.edu

History 531 Colloquium in Modern World History Monday 1620 SH 184 Professor Jeffrey Auerbach

This reading- and thinking-intensive colloquium focuses on the vibrant and volatile debate over the Rise of the West: How did Europe become so rich and why did it come to dominate so much of the world between the fifteenth and nineteenth centuries. Was it a product of Europe's unique culture? Technology? Military supremacy? Politics? Religion? Science? Geography? Luck? This

course is designed for students who are teachers or will one day teach world history, as well as those who are interested in trans-national, trans-regional, integrative history. It will also provide a strong foundation for comprehensive exams in modern European or World History. Readings will include Jared Diamond, *Guns, Germs, and Steel*; Janet Abu-Lughod, *Before European Hegemony*; Andre Gunder Frank, *ReOrient*; Ken Pomeranz, *The Great Divergence*; John Hobson, *The Eastern Origins of Western Civilization*; Toby Huff, *The Rise of Early Modern Science*; and others. Please email the instructor at jeffrey.auerbach@csun.edu for a permission number.

History 569: Atlantic History Readings Colloquium Wednesday 1900 SH 288 Professor Christopher Magra

This course helps students come to terms with theoretical rationales for studying the connections that existed between peoples and regions around the Atlantic Ocean. Students will learn about the ways in which the movement of peoples, goods, and ideas connected Europe, Africa, North and South America, and the Caribbean. The course will familiarize students with the historiographical and methodological approaches to research and writing in the new and cutting-edge field of Atlantic History.

Directed historiographical readings surveying major social, economic, political, and cultural themes in early America during the 17th and 18th centuries. Topics include European and Native American contact; European settlement patterns; economic development; slavery; race; class; gender; the Great Awakening; the American Revolution; and the U.S. Constitution.

History 579 Colloquium on U.S. Cultural History Thursday 1900 SH 186 Professor Tom Devine

This colloquium on U.S. Cultural History will focus on the specific topic of Youth Culture. From the Katzenjammer Kids to Eric Cartman, Americans have long been obsessed with youth – heralding it, romanticizing it, protecting it, clinging to it, and, at times, exploiting it. Today, just as one hundred years ago, we as a nation are seemingly preoccupied with “what is to become of the young.” Yet in our public discussions, we typically have no historical context – no awareness that each generation before us argued and worried over the same issues, often operating under the same dubious assumptions that we continue to hold decades later. In hopes of providing some historical context, this course will offer an overview of what it was like to be young in America from the late nineteenth century to the end of the twentieth. To the greatest extent possible, the course will approach the topic from the perspective of the young people themselves. In our weekly readings, we will be looking at the experiences of various kinds of youth – rich, poor, black, Latino, white, college educated, uneducated, troubled and privileged – and challenging the very notion of a singular “American youth culture.” We will also examine how adults reacted to the behavior of their children and often manifested their own fears and insecurities while lamenting the current state of youth. In particular, we will focus on how adults sought to keep the nation’s youth from being “corrupted” and how young people responded to their efforts. The course requirements include leading one weekly discussion, an oral presentation, a historiographical essay of 12 pages and a 10 page final paper. A reading list will be posted at this web site at the end of the Spring 2009 semester:

<http://www.csun.edu/~twd61312/5792009/syllabus.htm>. If you are interested in registering for the course, please set up a meeting with Dr. Devine by emailing him at tom.devine@csun.edu.

History 585 Colloquium in U.S. Southern History Tuesday 1900 SH 288 Professor Joyce Broussard

This course examines the important episodes, events, ideas, and themes in the history of the American South from the colonial era to the present. Students will read and discuss a number of key books and produce an analytical essay using secondary sources in history and literature. Among the topics to be explored in the readings are the following: southern identity and its colonial roots; the character and ethos of plantation slavery; the Civil War and Jim Crow South; the Lost Cause and the Mythic South as depicted in film and literature; the feminine/masculine South; religion, fundamentalism, and the ethnic South; the impact of the Great Diaspora and the Great Depression on southern society and culture; the Civil Rights Movement and the rise of the New, Conservative South.

History 596N Colloquium on Historiography of the Soviet Union Monday 1620 SH 186 Professor Miriam Neirick

This colloquium introduces students to major works in Soviet history, from Leon Trotsky's interpretation of the Russian Revolution, through Cold War era scholarship in the United States, and concluding with recent post-modernist studies of Soviet culture and identity. Students will consider how historians working in various schools of thought have answered the central questions of Soviet history: Why did the Russian Revolution happen? Did Stalin's administration mark a continuation of or a departure from Lenin's? To what extent did the succeeding Soviet governing regimes enjoy a popular mandate to rule? How did the Soviet people adapt to life under Communist rule? What was the relationship between Russia and the non-Russian national republics within the Soviet Union? How did the Soviet Union endure for more than seventy years? Why did the Soviet Union collapse? In addition to the assigned readings, students will be required to write three short response papers and one ten to twelve page historiographical essay during the course of the semester.

History 601 Theory and Historiography Thursday 1900 SH 288 Professor Frank Vatai

History 601 Theory and Historiography Tuesday 1620 SH 288 Professor Richard Horowitz

Sophisticated, graduate level introduction to history as a discipline. Surveys the development of history as a discipline, examines the various genres of historical writing, explores issues and problems of historical interpretation, and considers how historians use theoretical models from other disciplines to shape their work. Readings include works by major historians.

History 620 Seminar on Europe in the Middle Ages Tuesday 1620 SH 279 Professor Clementine Oliver

This research course will teach you how to prepare a professional conference paper on a research topic of your own choice in the field of medieval Europe. The semester will be devoted to assessing current trends in medieval scholarship, and researching and preparing a twenty-minute

conference paper on a selected topic to be presented at the end of the semester to the class. In addition, you will be asked to turn in an annotated bibliography. I would particularly recommend this course for any student considering writing a thesis in the field of medieval history. If you have questions, please contact Professor Oliver: coliver@csun.edu

History 646 Seminar on Denazification and the Legacy of the Holocaust Monday 1400 SH 268 1400 Professor Michael Meyer

This seminar will cover the History of the Third Reich, Post-War Denazification, and the Legacy of the Holocaust. Students will be expected to write an 18-page research paper. First, students will read the secondary literature, select topics and prepare for research. (Read: J.J. Spielvogel, *Hitler and Nazi Germany*; R. Stackelberg/S.A. Winkle, *The Nazi Germany Sourcebook*; H. Glaser, *The Rubble Years*; P. Novick, *The Holocaust in American Life*; J. Peck, *Being Jewish in the New Germany*.) The course will include a nine-day trip (Oct. 10-18) to archives in Washington DC (National Archives, Library of Congress, US Holocaust Memorial Museum Center for Advanced Holocaust Studies). Those students who read German will be guided into German records; others will focus on American records relative to German topics: OSS, Denazification, Nuremberg trials, the post-war occupation (OMGUS), including re-education and reconstruction. Students are expected to write a Journal Account of the Research Trip, one or a combination of which will be published in the History Department Newsletter. While the Department and College are committed to financial support, we will also submit an IRA grant proposal. At the start of the semester, we'll form a travel committee for planning and writing additional student grants. Interested students who cannot participate in the trip, will be able to conduct primary research at local emigre/exile archives and at our CSUN Urban Archives which holds a collection of pro-Nazi activity in Southern California during the Nazi period. Contact Prof. Meyer for details about the course and the research trip: Michael.Meyer@csun.edu 818.677.5449

History 660 Seminar on Travel Accounts: Myths, Lies and Images of "The Other" Saturday 1100 SH 288 Professor Patricia Juarez-Dappe

Throughout the world, travelers have left observations about peoples and places that are of interest to historians. Perceptions and misconceptions about the Americas purveyed in early exploration accounts colored interpretations in subsequent centuries. By the early 19th century the literary genre fell within a firmly established tradition that perpetuated earlier images while adding new variations and embellishments. This course will examine the works left by European and North American travelers in Latin America from the 16th to the early 20th century. After discussing recent scholarly literature on travel accounts, students will examine original written works left by diplomats, missionaries, women, military, and businessmen to uncover perceptions of outsiders to the region and understand the very process of representation and history. Assignments will consist of weekly readings, oral presentations, and a final research paper. This class requires some background in Latin American history. Please contact Professor Juarez-Dappe at pjuarez@csun.edu for questions on the course.

History 681 Seminar in the California History Thursday 1620 SH 184 Professor Josh Sides
In this graduate seminar, students will gain familiarity with key works of California history, learn the essential historiographical debates in the field, and complete original primary research on an aspect of California history to be developed in consultation with the instructor.

History 694 Practicum in Teaching Arrange Coordinator Professor Patricia Juarez-Dappe

Prerequisite: Classified Standing. Working under the close supervision of departmental faculty, and assigned to a specific undergraduate history course, students gain experience in creating assignments, grading papers and exams, leading discussion and review sessions, and giving lectures. Students have the opportunity to discuss issues and problems in teaching. This course may be repeated once for credit. Students interested in the practicum should talk to individual instructors and contact the coordinator at Patricia.Juarez-Dappe@csun.edu. You should make arrangements for this practicum before the end of the fall semester.