

# Spring 2010 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 DARS 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 DARS 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 111 World History since 1500 MW 800-915 SH184 Professor Eric Goldner**

**History 111 World History since 1500 MW 1100-1115 SH186 Professor Eric Goldner**

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 Friday 1100-1345 OVO25 Professor Robert Cleve**

**History 150 Western Civilization I Saturday 800-1045 JA100 Professor Robert Cleve**

**History 150 Western Civilization I TR 1100-1215 SQ104 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 TR 930-1045 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 TR 800-915 SH 184  
Professor Charles Macune**

What is Latin America today? How and why did it get that way? Where is it going? Does it matter? These are some of the questions addressed in this broad survey of the history of Latin America from pre-Columbian, pre-1492, times to the present, with considerable thought to the near and long-term changes in the future. One wonders, for example, if indeed "democracy is trash" as Cuban head of state Fidel Castro proclaimed in the New York Times a few years ago, why so many in Latin Americans have and still seek so passionately to establish and protect democratic political, economic, and social institutions in their respective states? Such is the nature of inquiry into the long, rich, and fascinating history of Latin America. The first half of the semester is devoted to the history of Latin America prior to the arrival of the Europeans and Africans beginning at the end of the 15<sup>th</sup> century through the end of most of the Spanish,

Portuguese, and French colonial empires at the beginning of the 19<sup>th</sup> century. Topics include the native American cultures, the European conquest and colonization, religion, economics, society, government, class, race, and the independence movements which swept Latin America between 1791-1825. The second half of the semester focuses on the enormous changes which have transformed and diversified Latin America in the past two centuries as each independent state charted its own unique course, politically, economically, socially, culturally.

Successful performance in the courses entails class attendance and participation, the reading and mastery of the five required texts, and demonstrated understanding of the course material in the essay mid-term and final exams. Since the university has designated this an “Information Competence” course, a 6-8 page research paper is also required. Throughout the semester, historic figures prominent in Latin America’s experience, some from the 15<sup>th</sup> century, others contemporary, may be expected as guest lecturers in the course. (Available for General Education, Comparative Cultural Studies.)

**History 185 Civilization of the Middle East MW 1230-1345 SH 186**  
**Professor Rachel Howes**

Introduction to the history and culture of the Middle East from the rise of Islam in the 7<sup>th</sup> century to the present. (Available for General Education, Comparative Cultural Studies)

**History 210 A History of the Jewish People MW 930-1045 SH102**  
**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 Monday 1900-2145 JA100 Professor Ronald Davis**

**History 270 The United States to 1865 MW 800-915 USU 2207 Professor Thomas Maddux**

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 1100-1215 SH268**  
**Professor Bradley Reynolds**

**History 271 The United States since 1865 TR 1230-1345 SH186 Professor Thomas Devine**

**History 271 The United States since 1865 Tuesday 1900-2145 Professor Ronald Davis**

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

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 SH288 Professor Joyce Broussard**

**History 301 The Historian's Craft: Reading, Research and Writing History**  
**MW 1100-1215 SH288 Professor Richard Horowitz**

**History 301 The Historian's Craft: Reading, Research and Writing History**  
**Monday 1900-2145 SH186 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 Thursday 1620-1850 SH268**  
**Professor Frank Vatai**

**History 303 Themes in Western Civilization before 1500 Tuesday 1620-2850 SH184**  
**Professor Frank Vatai**

**History 303 Themes in Western Civilization before 1500 Wednesday 1620-1850 SH288**  
**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**  
**Tuesday 1900-2145 SH184 Professor Kathleen Addison**

**History 304 Themes in Western Civilization after 1500: Revolution in Society**  
**Saturday 930-1215 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 305 Cultural History of the United States MW 930-1045 SH279**  
**Professor Merry Ovnick**

Prerequisite: Completion of the lower division writing requirement. American people's evolving patterns of life in areas including religion, education, art, architecture and music, reading matter, sports, travel, family life, and, in recent times, motion pictures, radio and television. Emphasis is placed on the values and implications revealed by the range and popularity of cultural choices. (Available for General Education, Social Sciences)

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

**History 342 Contemporary World Civilization since 1945 Monday 1900-2145 SH184**  
**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 Eurocentric 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 349B Women in American History since 1848 Thursday 1900-2145 SH279**  
**Professor Joyce Broussard**

**History 349B Women in American History since 1848 TR 930-1045 SH279**  
**Professor Joyce Broussard**

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

**History 370 Problems in American History to 1865 TR 930-1045 SH186**  
**Professor Christopher Magra**

**History 370 Problems in American History to 1865 MW 1230-1345 SH268**  
**Professor Tristan Traviolia**

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 MW 930-1045 SH184**  
**Professor Nan Yamane**

**History 371 Problems in American History: 1865 to Present Saturday 930-1215 SH186**  
**Professor Leslie Smithers**

**History 371 Problems in American History: 1865 to Present Friday 930-1215 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 411 The Roman World TR 1400-1515 SH288 Professor Frank Vatai**

Rise and decline of the Roman Republic and the western Roman Empire

**History 426 Modern Middle East MW 930-1045 SH268 Professor Rachel Howes**

Preparatory: History 185. This course will trace the development of religion, government, culture, and society in the Middle East in the Early Islamic Period (600-1258CE). This course will first focus on Islamic conceptions of religion, law, and government. It will then examine the effect that these conceptions had on the Muslim community and on the communities of conquered peoples in the Middle East during this period. Available for Graduate Credit.

**History 441 History of World War II MW 1230-1345 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 20<sup>th</sup> 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 446 19<sup>th</sup> Century Europe MW TR 1100-1215 SH186 Professor Jeffrey Auerbach**

This course uses novels and other readings, including a brief textbook, to survey European history from the Congress of Vienna to the First World War. Probable topics and readings include Romanticism (Mary Shelly, *Frankenstein*), Industrialization (Charles Dickens, *Hard Times*), Revolution (Marx and Engels, *The Communist Manifesto*), Gender and Urban Life (Emile Zola, *The Ladies' Paradise*), Imperialism (H. Rider Haggard, *She*), and the Fin-de-Siècle (J.-K. Huysmans, *Against the Grain*).

**History 449 Russia to 1917 TR 930-1045 SH268 Professor Donal O'Sullivan**

Russian history covering the beginning during the Kievan period and Muscovy to the establishment of the Romanov dynasty, Imperial Russia, and the October Revolution to 1917. Available for Graduate credit.

**History 450 Russia since 1917 MW 1400-1515 SH279 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 452 Medieval and Early Modern England, 1066-1688 TR 1230-145 SH184 Professor Clementine Oliver**

This course examines a turbulent and exciting period in English history. From the Norman Conquest to the Hundred Years' War, from the deposition of kings to the emergence of parliament as a significant political institution, from the Black Death to the Wars of the Roses, from the emergence of the vernacular to Chaucer's pilgrims to William Shakespeare, from heretics to Puritans — these centuries have it all. **Extensive focused readings and discussion of primary sources from this period!!!**

**History 463 20<sup>th</sup> Century Latin America Wednesday 1620-1850 SH184 Professor Charles Macune**

What was Latin America in 1900, politically, economically, socially, culturally? What changes occurred in 20th century? When? Why? How? What is Latin America today? Where is it going? So what? Now, at the end of the first decade of the 21<sup>st</sup> century, perhaps we've had a sufficient lapse of time to allow us to see the significance of events of the 20<sup>th</sup> century with a bit of hindsight. Perhaps too it's more evident where the region might be headed in this century?

For many Latin American states, after three centuries as colonies of Spain, Portugal, or France, the journey was perilous indeed from independence in the early 19<sup>th</sup> century, to more modern, viable states by the beginning of the 20<sup>th</sup> century.

Domingo Sarmiento, the illustrious, cosmopolitan statesman and president of Argentina (1868-1874), described the first decades of independence for most Latin American states, including his own, as "forty years of wandering in the wilderness," an ordeal comparable to that of the

Hebrews, newly escaped from slavery in Pharaoh's Egypt, but homeless in the forbidding Sinai desert. While the Hebrews in that long trial forged the institutions and identity which prepared them to occupy the promised land of Israel, Sarmiento found no redeeming benefits in Latin America's years in the wilderness, 1820-1860, just lost, wasted time. Many had an extremely difficult time surviving repeated foreign invasions, secession movements, domestic revolt, economic deterioration, and political turmoil, their very existence as independent nations sometimes in doubt. And then the survivors found themselves not at the end of a long ordeal but in a 20th century described as one of revolution, social, as well as political and economic. They found themselves again wandering in the wilderness in the eyes of some observers. Or is that the case?

Have indeed some, or most, of the dreams/aspirations of the peoples and leaders of independent Latin America been realized by the end of the 20<sup>th</sup> century? Or are they at least a lot closer to the goals? The recent wide-spread prevalence, at last, of democratically selected governments and the obvious hopes of so many for peaceful, procedures over violence many consider fundamental changes in a positive direction. But what about the impact of a global economy in Latin America? The growing power and pervasiveness of drug lords? The ongoing dilemma of widespread poverty? The power of power to corrupt even democratically elected politicians? Environmental problems? These are some of the issues to be considered in this course. And answers found? Maybe. Maybe not. But some appreciation of what Latin America is today, and how and why it got there, now that's a feasible objective of the course.

The course requirements will include (1) two essay exams, a mid-term and a final, (2) an 8-10 page research paper on a topic of interest to the student and approved beforehand by instructor, and (3) class attendance and participation.

### **History 466 Mexico TR 1100-1215 SH279 Professor Charles Macune**

In this course, the curious and the fearless will explore modern Mexico's extraordinary historical experience the past two centuries. For the three previous centuries, as the Viceroyalty of New Spain, it had been by far the richest and most valued of the colonies in Spain's worldwide empire. And for many centuries, even several thousand years, prior to that Mexico's vast expanse had been the home of numerous city states and empires inhabited by millions of highly sophisticated, indigenous peoples bearing names such as Olmec, Maya, and Teotihuacán to Zapotec, Toltec, Monte Alban, Mitla, Aztec, and Mixtec. All of that critical, as well as fascinating, historical background will draw the class' attention, if only briefly, in readings, lecture, and discussion. Otherwise, recent Mexico's history makes little sense.

Looking at R.A. Humphreys and John Lynch's explanation for the Spanish American independence movement, 1808-1826, including the particular variables pertinent to Mexico, the class will treat the difficult and extremely complicated political, military, economic, religious, and social issues confronting this sprawling, deeply conservative state in the 19<sup>th</sup> century. The journey includes the "Forty Years of Wandering in the Wilderness" the first decades after independence, the desperate struggle against secessionist movements, civil war, and foreign invasion, and the late 19<sup>th</sup> century achievement, not a moment too soon, of political order and economic progress under the Liberal Porfirio Díaz regime, 1876-1911. But that too at a price that will be paid with the Revolution of 1910. Much attention will be devoted to the causes of

that Revolution, its development, and consequences. Delivering on the sweeping promises of the various revolutionary factions, the establishment of an enduring “Revolutionary Family” political establishment in the 1920s, the redistribution of land and the nationalization of resources in the 1930s, and the emphasis on economic development, modernization, and industrialization since the 1940s, the political democratization which accelerated dramatically with the presidential elections of 2000 and 2006, won, respectively, by the Party of National Action’s Vicente Fox and Felipe Calderón, who defeated the long-dominant PRI, and Mexico’s growing inter-dependence with the U.S., globalization, and prospects for the future are all major topics. Throughout the semester, historic figures prominent in Mexico’s experience may be expected as guest lecturers in the course in place of the professor of record.

**History 471 American Revolution and Constitution, 1763-1800 TR 1230-1345 SH279**  
**Professor Christopher Magra**

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

**History 474B The United States: 1960-present Thursday 1900-2145 SH186**  
**Professor Thomas Devine**

This course will provide an interpretive survey of political, cultural, and social trends in the United States since 1960. It will also emphasize the U.S. role in the world by examining the dynamics of the Cold War and the emerging conflict with radical Islam. Among the topics we will explore are the growth of the consumer culture, the civil rights movement, Lyndon Johnson’s war on poverty, the conflict in Vietnam, the counterculture of the 1960s, the energy crisis of the 1970s, the rise of the New Right, the Iranian hostage crisis, the end of the cold war, the Clinton impeachment, the politics of immigration and affirmative action, the response to 9/11, and the Iraq war. The readings will include novels, memoirs, historical accounts, and a variety of primary sources. The format of the course will be discussion-oriented and in-class participation will be expected. Assignments will include regular quizzes on the assigned reading, three 1500 word papers based on the assigned reading, a final exam, and some shorter writing assignments.

**History 479 U.S. Economic History since 1856 TR 1100-1215 SH 102**  
**Professor Thomas Devine**

This course will explore the development of the American economy since the Civil War and the effects that changes in the economy had on groups, individuals, the state, and international relations. We will also consider the social and cultural impact of industrialization, deindustrialization, and globalization on those in US society who possessed, aspired to, or lacked economic power. Among the topics we will consider are the rise of big business and corporate capitalism during the Gilded Age; efforts to come to terms with the new industrial economy on the part of government, citizens, and special interest groups such as farmers, labor, and small business; Washington’s role in the economic reconstruction of Europe in the wake of World War I; the origins, effects, and legacy of the Great Depression and the New Deal; the impact of the Cold War on the US economy; the rise of advertising and the consumer culture; and the causes

of and proposed solutions to the recent economic crisis. This class is highly recommended for students who plan to take the CSET exam and ultimately hope to teach at the high school level. Assignments will include regular quizzes on the assigned reading, two 1500 word papers based on the assigned reading, a midterm and final exam, and some shorter writing assignments.

**History 483 Constitutional History of the United States since 1877 MW 930-1045 SH 288  
Professor James Sefton**

This is an upper division course dealing with the American Constitution from Reconstruction to the present. It is taught through a combination of lecture and discussion. The reading consists of a basic text, supplemented by excerpts from leading Supreme Court opinions as provided in class. The course material is organized around a narrative core, but the approach is extensively analytical and interpretive. Principal topics include Reconstruction and the effect of the Civil War on historic concepts of Federalism and relations between individuals and the state; the changing interpretations of the 14<sup>th</sup> Amendment from 1873 to the present; government regulation of business and commerce; the growth of the Presidency and the war powers; expansion of civil liberties through the Bill of Rights and the 14th Amendment; the expansion of criminal due process; race, gender, and other modern constitutional issues.

The course strengthens the student's understanding of the historical context of modern constitutional issues. This increased knowledge serves as an important resource for informed participation in the civic responsibilities of American life in the 21<sup>st</sup> Century. It also enhances the student's ability to teach American History and Government in secondary schools. The course is also highly appropriate for students who intend to apply to law school.

**History 485B Central America/United States Relations in the Twentieth Century: From "Inevitable Revolutions" to "Close Encounters of Empire." MW 1400-1515 SH 184  
Professor Susan Fitzpatrick-Behrens**

**History 485B Central America/United States Relations in the Twentieth Century: From "Inevitable Revolutions" to "Close Encounters of Empire." Tuesday 1620-1850 SH 279  
Professor Susan Fitzpatrick-Behrens**

This course will take as a point of departure the claim that it is impossible to understand the history of either Latin America or the United States in the twentieth century without analyzing relations between them. The United States has in some measure defined its place in the world through its efforts to impose political, economic, and cultural control over Latin America. From the Monroe doctrine through the Cold War to Low-Intensity-Conflict US policies in the region reflected and reinforced the United States' position as a global power. At the same time, Latin America has helped to redefine the United States socially, culturally and politically. This course will analyze the dynamic relationship between the United States and Latin America during the twentieth century.

**History 486A History of Los Angeles MW 1230-1345 SH279 Professor Merry Ovnick**

Evolution of the metropolis of Los Angeles from the pre-Spanish days to the present.

**History 489 A History of the African-American People in the United States TR 930-1045  
SH184 Professor Josh Sides**

In this class, we will explore the history of African Americans in the United States from the 17th century to the present. Some questions we will consider include: Was the enslavement of black people in the United States inevitable? How did slaves make sense of their lives? What opportunities and limitations did Emancipation provide? What institutions sustained the black community through the 20th century? How was the American ghetto created? And finally, does America still have a “race problem”?

**History 491B The Rise of Communist China Monday 1900-2145 SH268  
Professor Richard Horowitz**

Historical analysis of the Chinese Communist movement from its inception to the founding of the People’s Republic of China with special emphasis on Mao Tse-tung’s early revolutionary thought and strategy.

**History 494SOC Internship Program Arrange Professor Andrea Henderson**

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. Andrea Henderson,, Internship Coordinator, at the History Department: 677-3566, or [Andea.Henderson@csun.edu](mailto:Andea.Henderson@csun.edu).

**History 495SS Capstone Seminar for Prospective History Teachers Monday 1900-2145  
SH279 Professor Leslie Smithers**

Intended as a capstone experience, this seminar will expose students to the practices of historical thinking and guide them to develop the knowledge and skills needed to convey these practices to others. It is recommended that this course be taken in the last 12 units of the Social Science

Subject Matter program. Requires ten hours of field observation in secondary social studies classrooms.

### **History 496D European Colonialism TR 1400-1515 SH268 Professor Donal O’Sullivan**

This course will focus on the role of colonialism in European and world history. Special attention will be given to the rise of European world empires in 19th and 20th centuries; the consequences of colonialism at home and abroad for the colonizer and colonized; and the process of decolonization. The class will include specific case examples of colonialism and imperialism and an examination of historiographical and theoretical debates over the nature of European colonialism. We will look into specific case such as the China, India, and the Congo to explore the different paths of European administration.

## **Proseminars and Tutorials**

### **History 497F: Latin American History Through Local Eyes Wednesday 1620-1850 SH279 Professor Susan Fitzpatrick-Behrens**

This course will use testimonial literature to examine contemporary Latin American history. Testimonial literature emerged as a genre in the 1970s and 1980s when researchers and activists were seeking means of facilitating “subaltern peoples” self-representation. By recording the testimony of people who were often illiterate and almost invisible in Latin American power centers, transcribing, and editing that testimony and presenting it to the public it seemed possible to provide a “voice for the voiceless.” These accounts valorized oral history and legitimized it by establishing it as a genre that could be recorded and transmitted beyond the limits of the indigenous and African communities where it was produced as part of local culture and life.

In this class we will read testimonial literature to discuss its content and use it to consider the limits of historical inquiry into the lives of what anthropologist Eric Wolf described as “People without History.” Thus we will examine the testimonials, place them in the historical context in which they were produced, and analyze their reception in the United States. You will be required to write a primary source research paper within the broad theme of testimonial literature. You will not be limited to the time period or region discussed in this class, but may also use work that might be considered analogous, including Latin American colonial chronicles, United States slave narratives, narratives written by Holocaust survivors, and other topics addressed in the class.

### **History 497H Antebellum American Transitions, Reforms and Expansion Monday 1900-2145 SH288 Professor Michael Ward**

This course is designed to satisfy the proseminar requirements of the undergraduate history major and provide you with training in the research and writing of an original essay based on relevant primary and secondary sources. Our course will explore cultural change and the development of the middle and working classes during the Age of Jackson and the rise of American capitalism. In our class we will explore this dynamic period in America history, where old cultural forms gave way to capitalist and territorial expansion, real estate bubbles and

crashes, bank failures, episodes of social reform and experimentation, and growing struggles between national and regional (or sectional) identities. By examining selections from the scholarship on this period, we will gain insights into many of the historical foundations of American culture.

**History 497M U.S in Late 19<sup>th</sup>/Early 20<sup>th</sup> Century Saturday 930-1215 SH288**  
**Professor Merry Ovnick**

Senior discussion and research projects in late 19th/early 20th century (Gilded Age/Progressive Era), U.S. or Western Europe. Optional emphasis on Urban, and Cultural history in this period. Graduating seniors, seniors, juniors (in that order of priority) who have a special interest and previous course work/reading in this area contact Prof. Merry Ovnick for permission number: [merry.ovnick@csun.edu](mailto:merry.ovnick@csun.edu)

**History 497P The Twentieth Century World through Women's Narratives Wednesday 1900-2145 SH279**  
**Professor Miriam Neirick**

This research seminar will examine historical narratives written by women from around the world in the twentieth century. Students will consider whether women's memoirs, diaries, and autobiographies variously challenge, enrich, supplement, or undermine historical narratives of world history that often focus on geo-politics, international diplomacy, trade relations, and broad social movements to the exclusion of the everyday experiences of people, particularly women. In the first half of the course, students will read a selection of women's narratives, including the diary of a Brazilian woman living in a *favela*, the memoir of a Communist purged during the Soviet Terror, a collection of autobiographical writings by a South African writer, the autobiography of a Chinese worker at the turn of the century, and the memoir of a Polish born daughter of Holocaust survivors who immigrated to the United States by way of Canada. During the second half of the course, students will write a 12-15pp. paper based on original research using women's narratives as their primary sources. Students will also be required to present their research orally at the end of the semester.

**History 498C Photography as a Historical Resource Monday 1600-1850 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 19<sup>th</sup> and 20<sup>th</sup> 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. There will be several short essays (provided in class) for discussion. There will also be a biography project, comparing the portraiture of an important historical figure with the person's written biographies.

In addition to the common assignments, each student will do individual projects in either of the following options:

Option A: Camera Work

Students will 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 you later if you shift to digital photography.

Option B: No Camera Work.

This option does not require students to do photography, but it does require projects that involve photography. There are many choices. For example, students may write critiques of photos from on-line sources. They may write narratives to accompany family photos. They may research and write about the work of historically important photographers.

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.

All students who wish to enroll must contact me ASAP before the semester begins to discuss the course, decide which of the two options they wish to pursue, and have me check the camera they wish to use for Option A. *This consultation is required, because the total number of students I can accommodate depends in part on how many are choosing each option.* Permission numbers will be issued only after consultation.

**History 498C: Saints, Mystics & Heretics Tuesday 1620-1850 SH288**  
**Professor Clementine Oliver**

This course will examine innovative medieval spiritual practices from the eleventh through the fourteenth centuries. We will focus on the problem of belief in this period, and consider why some individuals were regarded as saints, while others were labeled heretics. This course will also examine the tradition of female mysticism in Europe. We will proceed thematically as well as chronologically, exploring such topics as the social practices of belief, including relics and pilgrimages; the popular reception of mystics, giving special consideration to gender and geographic influences; the relationship between literacy and heresy. Assigned reading will include both primary and secondary sources.

**History 498C: American Disasters in the Late-Nineteenth and Early Twentieth Centuries  
Thursday 1620-1850 SH279 Professor Andrea Davies Henderson.**

This course examines the social impact of urban disasters during the late nineteenth- and early twentieth centuries. Major disasters – like the Chicago fire (1871), the San Francisco earthquake and fire (1906), and the New York Triangle Shirtwaist Factory fire (1911) – were the site of both devastating loss and new programs for disaster relief and urban reform. During this period, national and local relief organizations became increasingly professionalized as they adopted new bureaucratic standards. However, the professional response to natural disaster was anything but natural. The lives of immigrant and working class victims were transformed by the great fires as well as by social biases embedded in disaster relief as well. The varied perspectives of reformers and survivors reveal the complexities of social life in the Gilded Age and Progressive Era.

**History 498C: Enlightenment Encounters Friday 9-1145 SH268 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 498 Tutorial in Latin American History: Biography Tuesday 1620-1850 SH288  
Professor Charles Macune**

To German Classical historian, John Gustav Droysen (1808-1884), “the life of the gifted, creative individual means more to the historical process than all of the theories of cause and effect.” Maybe. But there can be little question of the impact significant individuals have had on history and the value of studying the lives of such figures for historical understanding. This 3 unit reading tutorial will focus on the reading, class discussion, and written reviews of biographies/autobiographies of individual men and women who illustrate a range of important themes, issues, and developments in the history of Latin America since the 15<sup>th</sup> century. In each of the fifteen weeks of the semester, the class will examine a topic, such as Exploration and Conquest, Theory and Practice of Empire, Church, Economy, Society, Indians, and Slavery in the colonial period or Independence, Labor, Land, Women, Immigration, Race, Literature, Economic Development, Politics, Foreign Relations, and Revolution in the national period. In the course of the semester, each student will read a combination of 6 articles or book-length biographies of the lives of individuals important in those topical areas. One could, for example, read Fraser & Navarro's biography of Evita Peron for the subjects of women or politics. Successful completion of the course requires class attendance and participation and submission of the six 5- page book reviews which indicate the contents and thesis of the works and their value in the understanding of their respective topics in Latin American history.