

# Spring 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:

The new Undergraduate Catalog 2006-2008 has an omission on the lower division requirements in the major. The catalog does indicate that you may take History 110 World History to 1500. However, it omits History 111 World History since 1500 which may be taken instead of 151, 302, or 304. The community college equivalents to 110 and 111 will also count for these requirements.

## 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.

## **New Social Science Credential:**

A new social science credential program for secondary teaching recently received state approval. The approved courses are posted on the College of Social and Behavioral Science website for the program: <http://www.csun.edu/~SSSMP/> The director of the SSSMP (Social Science Subject Matter Program) is Professor Joyce Broussard. For an advisement appointment, call (818) 677-4450. The advisement office is in SH 164A.

## **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 MWF 1100-1150 SH 268 Professor Kathleen Addison**

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 MWF 900-950 Professor Erik 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 Tuesday-Thursday 1100-1215 SQ 104 Professor Clementine Oliver**

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

**History 150 Western Civilization I MWF 1300-1350 NA 101 Professor Robert Cleve**

The roots of modern civilization in the West since 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, Section F Comparative Cultural Studies.)

**History 151 Western Civilization II TR 930-1045 OVO 25 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, Section F Comparative Cultural Studies.)

**History 161 Survey of the History of Latin America Wednesday 1620-1850 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 161 Survey of the History of Latin America MWF 1000-1050 SH 279 Professor Michael Powelson**

**History 185 Civilization of the Middle East MWF 1000-1050 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 185 Civilization of the Middle East Thursday 1900-2145 Professor Katherine Strange Burke**

**History 192 History of Modern East Asia Tuesday-Thursday 1230l-1345 SH 186 Professor Richard Horowitz**

A survey of major developments in the History of East Asia from 1800 to the present. Focuses on political, economic, social and cultural transformations in China and Japan during the time period, with some attention to related developments in Korea and Vietnam. (Available for General Education: Comparative Cultural Studies)

**History 210 A History of the Jewish People MWF 1100-1150 SH 310 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 Tuesday-Thursday 930-1045 SH 268 Professor Christopher Magra**

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 270 The United States to 1865 TR 6:30-7:45 SH 186 Professor Michael Ward**

**History 270 The United States to 1865 MWF 1200-1250 JA 100 Professor Tristan Traviolia**

**History 270 The United States to 1865 MWF 800-850 SQ 104 Professor David Parker**

**History 271 The United States since 1865 MWF 800-850 USU 2207B Professor Bradley Reynolds**

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 271 The United States since 1865 MWF 1200-1250 SH 184 Professor James Sefton**

**History 271 The United States since 1865 TR 1100-1215 SH 386 Professor Michael Ward**

**History 271 The United States since 1865 MWF 900-950 SH 184 Professor Neil Thompson**

**History 271 The United States since 1865 TR 1100-1215 SH 279 Professor Thomas Devine**

**History 271 The United States since 1865 MWF 1100-1150 NA 101 Professor Sheryl Nomelli**

**History 271 The United States since 1865 Tuesday 1900-2150 JA 100 Professor Ronald Davis**

**History 301 The Historian's Craft: Reading, Research and Writing History Monday 1900-2145 SH 288 Professor Nan Yamane**

Normally open only to History majors. An introduction to the search for and criticism of historical sources, the issues and controversies concerning the interpretation of these sources, "schools" of historical interpretation, organizing the materials and data of research, and the rewards and pitfalls of historical writing.

**History 301 The Historian's Craft: Reading, Research and Writing History TR 1100-1215 SH 288 Professor Joyce Broussard**

**History 301 The Historian's Craft: Reading, Research and Writing History, or, If This is the Way It's Done, Why? Tuesday-Thursday 800-915 SH 288 Professor Charles Macune**

"The Historian's Craft" is an introduction to the tools, theories, and methods of the discipline of history. It seeks to train history majors in the critical reading, analytical writing and library-based research skills necessary to ensure their success in upper division history course work. It is designed to introduce students to the search for and critical reading and analysis of historical scholarship and primary sources. It is intended as well to acquaint the student with the issues and controversies concerning the interpretation of these historical sources, "schools" of historical interpretation, organizing the materials and data of research, and the rewards and pitfalls of historical research and writing by hands-on exercises.

**History 301 The Historian's Craft: Reading, Research and Writing History Wednesday 1620-1850 SH 288 Professor Leslie Smithers**

**History 303 Themes in Western Civilization before 1500 Thursday 1620-1850 SH 186 Professor Frank Vatai**

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, Section F Cultural Studies.)

**History 303 Themes in Western Civilization before 1500 Monday 1620-1850 SH 186  
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. A major theme will be the role of the "great person" in the history of Western Civilization. (Available for General Education, Section F:1 and under the new GE program R, Section F Cultural Studies.)

**History 303 Themes in Western Civilization before 1500 MWF 1000-1050 SH 184  
Professor Robert Cleve**

**History 303 Themes in Western Civilization before 1500 Tuesday-Thursday 930-1045 SH  
186 Professor Robert Cleve**

**History 304 Themes in Western Civilization after 1500: Revolution in Society MWF 1000-  
1050 SH 288 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 19<sup>th</sup> 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, Section F Cultural Studies.)

**History 304 Themes in Western Civilization after 1500 Tuesday-Thursday 1230-1345 SH  
268 Professor Charles Macune**

This course is designed to give the curious and future citizen leaders of this country a look at some of the most interesting, relevant, and enduring long-term themes or issues in the history of the Western Civilization since the beginning of the modern era about 1500 A.D. Some themes are shared with civilizations in Asia, Africa, Middle East, and Indo-America. Others are not. Among those considered by many historians to be most important themes and developments in Western Civilization since 1500 are the following: (1) "Obsession and Success in Controlling the Environment," (2) "Belief in an Orderly, Purposeful Universe and in the Idea of Progress," (3)

"The Expansion of Europe," (4) "The Growth in the Power and Responsibilities of the State," (5) "The Growth in Individual Rights," (6) "The Transcendental/Religious Quest.," and (7) "The Conflict between Rationalism and Spirit." These will be discussed in class and are likely to appear in the mid-term and final exams as well as in required student research paper. This course also addresses the matter of cultural decline or collapse. Finally, of course, the class will be interested in the implications of all of the above on Western Civilization, its future, and your future, at the beginning of the 21<sup>st</sup> Century.

**History 342 Contemporary World Civilization since 1945 MWF 1100-1150 SH 186**  
**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 342 Contemporary World Civilization since 1945 Thursday 1900-2145 SH 186**  
**Professor Michael Powelson**

**History 349B Women in American History through 1848 MWF 1100-1150 SH 106**  
**Professor Nan Yamane**

Prerequisite: Completion of the lower division writing requirement. Survey of women's roles and status through 1848. (Available for General Education, Section F.3, Comparative Cultural Studies or the new GE R Plan, Section F Cultural Studies)

**History 349B Women in American History through 1848 Tuesday-Thursday 930-1045 SH 279**  
**Professor Joyce Broussard**

**History 369 History of American Indians TR 800-915 SH 279 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 371 Problems in American History: 1865 to Present MWF 1000-1050 SH 268**  
**Professor Neil Thompson**

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.

**History 371 Problems in American History: 1865 to Present MWF 1100-1150 SH 184**  
**Professor Tristan Traviolia**

**History 371 Problems in American History: 1865 to Present Monday 1900-2145 SH 186**  
**Professor Leslie Smithers**

**History 371 Problems in American History: 1865 to Present Tuesday-Thursday 930-1045**  
**SH 288 Professor Leslie Smithers**

**History 380: Los Angeles – Past, Present, Future MWF 1200-1250 SH 186 Professor Merry**  
**Ovnick**

This is an interdisciplinary course (cross-listed as Poli.Sci.380 and Urban Studies 380) on one of the world's great cities: our own. The class will hear presentations from CSUN faculty from various departments and from policy-makers in the public and advocacy sectors, bringing together history, theory, and practice on key issues such as housing, diversity, health, and culture. Speakers will offer sometimes complementary, sometimes conflicting perspectives, requiring critical analysis and resulting in fresh insights to urban issues.

## **400 level Lecture-Discussion Classes**

**History 409 History of Jews in the Modern Era Tuesday-Thursday 11:00 SH 266**  
**Professor Paula Daccarett**

This course examines the history of the Jewish people from the 17th century until the present. Principal themes include the transformation of the traditional community, imperialism and colonialism, political modernization, the emergence of modern antisemitism and Zionism, the evolution of modern gender roles, and ethnic and gender distinctions within Jewry. The course is structured to develop critical reading skills, particularly reading primary sources (historic documents) and academic narrative history. The assignments are designed to develop students' writing skills, particularly summarization and argument analysis. (Crosslisted with Jewish Studies 409)

**History 411 The Roman World Tuesday-Thursday 1400 SH 268 Professor Frank Vatai**

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

**History 424 Medieval Middle East MWF 1200 SH 268 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 426 A History of the Modern Middle East Tuesday-Thursday 930-1045 SH 310  
Professor Paula Daccarett**

This course will trace the development of religion, government, culture and society in the Middle East in the modern period (1798-1979 CE). This course is designed to be an investigation of different perspectives on the history of the Middle East from 1789, the date of Napoleon's invasion of Egypt, until roughly the Iranian Revolution of 1979. The focus of the class will be on individual and collective reactions to the dramatic changes happening during this period.

**History 439 Modern India since 1526 Tuesday-Thursday 1230 SH 184 Professor Shiva Bajpai**

Study of the evolution of Modern India and Pakistan emphasizing themes of political and economic transformation, socio-religious reformation, cultural dynamism, imperialism, nationalism, and modernism.

**History 440 History of War in the Modern World Tuesday-Thursday 8 SH 186 Professor Robert Tomlinson**

Selected topics analyzing the interactions of warfare with social and technological changes since the 17<sup>th</sup> century.

**History 441 History of World War II MWF 11 SH 288 Professor James Sefton**

Study of World War II as a watershed experience in modern history with coverage of the European and Pacific theatres of war, diplomatic strategies, and the impact of the war on the domestic scene.

**History 445 Absolutism and Revolution MWF 1100-1150 SH 279 Professor Erik Goldner**

Europe in the age of colonial expansion and the rise of revolutionary doctrines, through the fall of Napoleon.

**History 450 Russia since 1917 MWF 9 SH 186 Professor Miriam Neirick**

Internal and external development of the Russian empire and the Soviet Union from the Russian revolution to the present.

**History 457 Modern Germany Thursday 1900-2145 SH 279 Professor Donal O'Sullivan**

German social and political development since the time of the French Revolution. **For those interested in experiencing German history and culture first hand, this course offers the possibility of a historical field trip to Historic Berlin and Prague in June 2008. Please**

**contact Professor Donal O'Sullivan at [Donal.OSullivan@csun.edu](mailto:Donal.OSullivan@csun.edu) for questions on the course or the field trip.**

### **History 462 19<sup>th</sup> Century Latin America MWF 12 SH 279 Professor Michael Powelson**

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

### **History 464A: Argentine History Thursday 1900-2150 SH 184 Professor Patricia Juarez-Dappe**

For many decades scholars have attempted to explain the Argentine paradox. South America's "land of opportunity" and one of the richest countries of the world during the early 20<sup>th</sup> century, Argentina experienced a dramatic economic decline that reached its lowest point in December 2001 when its financial system collapsed and the government defaulted on most of its \$141 billion public debt. Different interpretations of the decline blamed "the oligarchy," "Perón and the Peronists," "the army" and "Menem's corrupted regime." Both right and wrong, these analyses provide only partial and incomplete answers to the Argentine paradox. This course is designed to introduce students to the history and problems of contemporary Argentina focusing on issues such as the colonial periphery, *caudillismo*, the power struggle between Buenos Aires and the provinces, economic growth and the international economy, social legacies from the colonial past, immigration, populism, labor movement, popular culture, feminism, military rule, and the transition to democracy. **For those interested in experiencing Argentine history and culture first hand, this course offers the possibility of a historical field trip to Argentina in June 2008. Please contact Professor Juarez-Dappe at [pjuarez@csun.edu](mailto:pjuarez@csun.edu) for questions on the course or the field trip.**

### **History 466 Mexico Tuesday-Thursday 11 SH 268 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's 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 Teotihuacan 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 19th 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 19th century achievement, not a moment too soon, of political order and economic progress under the Liberal Porfirio Diaz 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 Fox and Calderon, who defeated the long-dominant PRI, and Mexico's growing interdependence 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 470 The United States: The Colonial Period Tuesday-Thursday 1100-1215 SH 102  
Professor Chris Magra**

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

**History 472 The United States: The Era of Expansion, 1800-1848 Monday 1900-2145 SH  
268 Professor Tristan Traviolia**

Growth of the nation from the election of Jefferson through the age of Jackson, to the completion of continental expansion at the end of the Mexican War.

**History 474A The United States: 1920-1960 Wednesday 1620-1850 SH 184 Professor Neil  
Thompson**

Interpretive survey of the political, cultural, diplomatic, and social history of the United States from the end of World War I through the election of John F. Kennedy.

**HIST 474B The U.S. Since 1960 M 1900-2145 SH 279 Professor Tom 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 civil rights movement, Lyndon Johnson's Great Society, 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, and the U.S. response to 9/11. 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 a midterm, final, two short papers, and a historical fiction assignment. Among the books we will read are Thomas Hine's *Populuxe* on early '60s "style"; David Farber's account of the first U.S. encounter with radical Islam, *Taken Hostage*; and Anne Moody's searing memoir of the civil

rights movement *Coming of Age in Mississippi*. The 474B syllabus will be posted on the web at <http://www.csun.edu/~twd61312/474bsyl.htm>.

**History 417 California Monday 1620-1850 SH 279 Professor Nan Yamane**

Available to Liberal Studies, Pre-Credential and ITEP Students. Examination of California, focusing on its political, social, and economic growth, its settlement, its population patterns, resource exploitation, and human-environment interaction. Spatial and temporal variation of these factors is emphasized. (Crosslisted with Geography 417)

**History 483 Constitutional History of the United States since 1877 MWF 9 SH 288  
Professor James Sefton**

This is a lecture-discussion course dealing with the American Constitution and the Supreme Court from Reconstruction to the present. Principal topics include the effects of the Civil War on state-federal relations and individual liberties; government regulation of business; growth of the presidency and war powers; expansion of civil liberties through the Bill of Rights and 14th Amendment; expansion of criminal due process; race, gender, and other modern constitutional issues. The course emphasizes the evolution of the Supreme Court as an institution that interprets the Constitution, and the intellectual processes employed by the Court in doing so. The course 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, though it is designed for all upper division History majors.

**History 485A The United States and the Indochina Wars, 1940-1975 Tuesday-Thursday  
930 Professor Robert Tomlinson**

Analysis of the wars in Vietnam, Laos and Cambodia with emphasis on the U.S. involvement.

**HIST 485B: Central America/United States Relations in the Twentieth Century: From  
“Inevitable Revolutions” to “Close Encounters of Empire.” TR 1400 SH 288 and Tuesday  
1900 SH 186 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 Central 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 Central America. From the Monroe doctrine through the Cold War to Low-Intensity-Conflict US policies in Central America reflected and reinforced the United States' position as a global power. For their part, the people of Central America have fought for autonomy and in doing so have revealed, often at enormous costs to themselves, the contradictions between the United States' claim to be a “Good Neighbor” and the reality of its imposition. We will focus on key shifts in US/Central American relations and examine how social actors (indigenous people, workers, teachers, politicians, businesspeople, clergy) directly and indirectly shaped these policies through their actions. Thus we will examine Central American Resistance Movements in the 1930s, Cold War Culture and Conflict in the 1940s and 1950s, Revolutionary Movements in the 1960s and 1970s,

Low-Intensity-Conflict in the 1980s, Mass Migration in the 1990s, and Free Trade Agreements in the new millenium.

**History 486J History of Jews in the United States Tuesday 1620-1850 SH 286 Professor Amy Shevitz**

Explores the social, cultural, economic, and political history of Jewish people in the United States from the colonial era to the present, and the relevant of this history to American culture today.

**History 488 California Tuesday-Thursday 1230-1345 SH 279 Professor Michael Ward**

Explores the cultural, political, economic, social, and intellectual growth of California from the indigenous peoples of the late prehistoric era and Spanish colonial period to the present, with emphasis on current characteristics and problems.

**History 491B The Rise of Communist China Tuesday 1900-2145 SH 279 Professor Richard Horowitz**

This course examines the dramatic history of China since 1911. The first half of the course explores the political and cultural upheavals of the 1910s and 20s, the rise of Chiang Kai-shek and the Nationalist party, the impact of the Second World War on China, and the rise of Mao Zedong and the Communist Party. The second half of the course examines China's development since the revolution in 1949, including the Great Leap Forward, the Cultural Revolution, the reforms implemented by Deng Xiaoping, and China's extraordinary economic rise in the past 15 years.

**History 494 Internship Program Arrange Professor Merry Ovnick**

The student internship program (History 494) places History Majors and California Studies Minors in pre-professional positions in public, commercial, and advocacy institutions where they earn 3 units of credit in a directed program of applied field study.

***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 495SS Capstone Seminar for Prospective History Teachers Thursday 1620-1850 SH 288 Professor Leslie Smithers**

Restricted to students in the Social Science Subject Matters Program. 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 496R History of Terrorism and Counter-Terrorism Tuesday-Thursday 1100-1215 SH 184 Professor Donal O'Sullivan**

Modern terrorism dates back to 19<sup>th</sup> century Russia. Since then, this form of 'violence with a message' has been used in many countries. The course examines the motivation, support and strategy of various political and religious extremists and methods of governments and societies to combat political violence. Examples include Northern Ireland, Germany, Italy, Spain, Russia, and the Middle East.

## **Proseminars and Tutorials**

**History 497B: Proseminar in U.S. Urban History MWF 900-950 SH 268 Professor Merry Ovnick**

L.A., New York, Chicago, New Orleans, San Francisco – whether in colonial times, the 19<sup>th</sup> century, or today -- cities are where things happen: where population density demands a complex infrastructure to handle survival, health, movement, social and economic interaction; where diversity spurs new culture creation; where problems are magnified and new solutions developed. Research tools for studying urban phenomena are much more accessible than for rural issues. In this class, research and writing crafts will be developed and devoted to such urban themes as immigration, urban formation and renewal, labor and racial conflict, gendered space, architecture and planning, urban politics, etc. -- with the goal of producing a publishable-quality paper.

**History 497E Proseminar: Asylum and Institutional America MWF 1300-1350 SH 288 Professor Nan Yamane**

We will explore Institutions from the inside-out—reading primary accounts of life inside asylums, prisons, and poor houses from the colonial era to the present. Class readings and discussions will center around understanding the experiences of some of the most powerless people populating the American past, and ways in which their lives were regulated by social institutions.

While class readings will focus on primary accounts of these formal institutions, students can choose to research a variety of topics, from more formal, “closed” institutions such as prisons and hospitals to more “open” and significant institutional traditions such as education, marriage, or family. For the first six to ten weeks we will meet to discuss common readings, to design individual research projects, and to begin work on individual papers. We will then break for more individual research, meeting as a class at the end of the semester to present research findings.

**History 497K: Chivalry & Courtly Love in the Middle Ages Thursday 1900-2150 SH 279**  
**Professor Clementine Oliver coliver@csun.edu**

This course will require students to place under scrutiny the popular image of the chivalric knight and courtly lady in the high Middle Ages. We will consider how the ideals of chivalry and courtly love helped to reinforce the position of the elite in medieval society, as well as how these ideals transformed feudal warfare and reshaped relationships between women and men. Students will be required to produce a substantial analytical research paper using such sources in translation as historical chronicles, the literature of epic and romance, troubadour songs, the charters and ordinances of chivalric orders of knighthood, as well as images reproduced from medieval manuscripts. Possible topics include: love and obedience; chivalry and violence; chivalric orders of knighthood; the knightly ethos; the power of aristocratic women; the fascination with chastity and the lure of adulterous relationships. Research topics might also focus on the development of the culture of courtly love within a particular region such as France or England, or examine how an event such as the crusades or the Hundred Years War gave shape to the chivalric ideal.

**History 497R: Terror and Revolution in Russia Wednesday 1900-2145 SH 279 Professor Mirian Neirick**

This course will examine the history of terror and revolution in Russia between 1870 and 1940. Discussions will consider how violence was used in the overthrow of the Russian Imperial state and in the establishment and consolidation of the Soviet state, why certain individuals and groups employed terrorist tactics while others refused to, how terrorists justified their use of violence privately and legitimated it publicly, whether and how distinctions can be drawn between the perpetrators and victims of political violence, and what consequences its use had on the Soviet state and society. Readings assigned in the first ten weeks of the course will include a scholarly studies of the topic, as well as a variety of primary sources, such as the memoirs of revolutionary terrorists, Imperial police reports, revolutionary manifestoes, the collected correspondence, diary entries, and observers’ accounts of the Romanov family during their incarceration, accounts of popular violence and political purges during the Russian revolution and civil war, transcripts of show trials staged during the great purges, memoirs of GULag prisoners, and late Soviet literary and cinematic representations of terror. During the remaining six weeks of the course, students will complete individual research papers using primary sources on relevant topics of their choosing.

**History 497S: Travel Accounts: Myths, Lies and Images of “The Other” Wednesday 1900-2150 SH 184 Patricia Professor 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 19<sup>th</sup> century the literary genre fell within a firmly established tradition that perpetuated earlier images while adding new variations and embellishments. This course will examine works left by European and North American travelers in Latin America from the 16<sup>th</sup> to the early 20<sup>th</sup> century. After discussing recent scholarly literature on travel accounts, students will analyze 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](mailto:pjuarez@csun.edu) for questions and permission numbers.

**History 498 "Freedom: The History of an Idea" Wednesday 1620 SH 268 Professor Erik Goldner**

Since the September 11 attacks, there has been much talk about "our freedom." Whether or not terrorists indeed "hate us for our freedom," what is the content of our notion of freedom, where did that notion come from, and how has it changed over time? This course focuses on the in-depth reading and discussion of important texts from the past that have enduring relevance for our modern idea of freedom. As we track how that notion developed in Europe and America over the early modern and modern periods, we engage with crucial primary texts from Machiavelli, Hobbes, Locke, Rousseau, Adam Smith, Madison, Tocqueville, and Marx to contemporary thinkers like Foucault. Along the way, we investigate not only how these writers have answered the question "What is freedom?" but also how they have balanced their particular conceptions of freedom with related concerns of communal order, equality, and individual rights.

**History 498C Photography as a Historical Resource Monday 1400-1700 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. 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 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 The History of Twentieth Century American Popular Culture Wednesday  
1900-2145 SH 287 Professor Leslie Smithers**

This course will examine the pervasive role of American Popular Culture in the twentieth century—specifically, the power it has had in shaping and influencing the course of western culture. Readings will focus on popular culture currents, such as motion pictures, sports, cuisine, television, and fashion. Students will be asked to write a twelve to fifteen page essay which will be based on secondary historical sources that relate to their topic of choice. Students are more than welcome to contact the instructor with more information at [leslie.smithers@csun.edu](mailto:leslie.smithers@csun.edu).

**History 498C Microhistory: Two or Three Things We Will Learn About It Monday  
1900-2145 SH 184 Professor Kathleen Addison**

While the exact definition is debated, the process of microhistory involves a close investigation of an event, person or locale. Yet some have placed it in the school of “local studies,” “histories of self,” and even in the post-modernist tradition. Historians such as Carlo Ginzburg, Natalie Zemon Davis, David Sabean, Emmanuel Ladurie, and Sean Wilentz have created works closely examining the lives, accomplishments, settings, and details of specific individuals, events and places in the tapestry of history with the aim of providing the reader an in-depth perspective of the story, while setting it in the context of the larger historical picture. This course will examine the methodology and historiography of the body of work we call microhistory, and (as the title of the course relates to Ginzburg’s article) work at the definition of microhistory: what it means and its place in the greater field of history. We will look at studies including the trial of a miller in early modern Europe for charges of heresy; the case of an assumed identity in a small village of 16<sup>th</sup> century France; the intersection of religious and temporal societies in rural 17<sup>th</sup> century Russia and 14<sup>th</sup> century France; the foundation of an American religious movement in the 19<sup>th</sup> century; and the lives of family and village in early modern Germany. Additionally, we will read historiographic articles arguing for the place of microhistory within the discipline of history.