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Introduction
Below you will find descriptions for some courses which we are offering in Spring semester. Please consult the portal for a complete list of History offerings. All 497/498C and graduate level courses are restricted and you must contact the instructor for admission to the course and a permission number.

History 303: Western Civ. Before 1500
Tuesday/Thursday 0930-1045 SH186 Dr. Marcos

The purpose of this upper division course on western civilization is to (re)introduce students to various western and near eastern peoples from Pre-history to about 1500 CE. Studying “Western Civilization” is a difficult task, and since we cannot study all societies to 1500 and in great detail, this course focuses on some important periods in just some societies. We will utilize written sources (contemporary histories, philosophies, poetry, and other written works) and material evidence (art, artifacts, inscriptions, and numismatics or monetary remains) produced by these cultures to illustrate some key themes, such as war and imperialism, identity and immigration, international relations, religious and political power, and cultural life and social relations. Using such primary sources will allow us to explore the complex relationships between individuals and groups (or communities) and their traditions, what these traditions tell us about the development of diverse understandings of proper behavior within western societies, and their unresolved problems, which are still with us today.

History 342: World Since 1945
Monday/Wednesday 0930-1045 SH186 Dr. O'Sullivan

Starting from the end of World War Two, the course covers major political, economic, social and cultural developments of the second half of the 20th century. By analyzing a variety of sources, students will be able to better understand the Cold War, the rise and fall of Communism and global issues such as decolonization, globalization and major trends in science, technology and health issues. Debates, role-playing exercises and, finally, a simulated United Nations conference will allow for active participation. In this exercise, students will represent a particular country.

History 369: History of American Indians
Monday/Wednesday 0930-1045 SH268 Dr. Zappia

This course introduces students to the history of Native North America from its earliest peopling to the present. Looking at major historical events and trends from the perspective of Indian country, this course examines the patterns of political, economic, and cultural interactions that shaped North America. It pays close attention to the tensions and alliances shared among Native Americans as well as their relationships with non-Native societies. While covering a vast period of time (30,000 B.C.E – 2014), three major themes appear throughout this survey: the tensions between political resistance and accommodation, cultural change versus continuity, and survival (many times resurgence) in the face of demographic devastation.
“Knowledge is power,” condescends Petyr Baelish. But Cersei Lannister has the last word in this oft-cited exchange, “Power is power.” Which does history prove correct? Let’s find out, shall we, by playing our own version of the Game of Thrones. Instead of “You win or you die,” we will take as our motto “You learn or you lose.”

This course examines Pre-Modern History through the lens of George R. R. Martin’s five books (A Song of Ice and Fire), and the seven seasons of the HBO series (Game of Thrones). This course assumes students are very familiar with both the books and series BEFORE our course begins, as we will NOT be watching the show in class or assigning the books on the syllabus. Both the books and episodes contain profuse amounts of sex and violence, so if you are uncomfortable with such material, please consider taking a different history course. Please email Dr. Oliver if you need help deciding if this course is for you at coliver@csun.edu

**History 410: Ancient Greek World**
Tuesday/Thursday 1100-1215  SH279  Dr. Marcos

The history of Greek civilization began during the Bronze Age with the world of Homer, which saw Mycenaean Greece under its king, Agamemnon, wage war against the city-state of Troy through warriors and heroes such as Achilles and Odysseus. Homer’s epic poetry preserves an early history of Greece, when Greeks became united in common cause for a short time until their civilization collapsed, eventually being reconstituted in fiercely independent Greek city-states such as Athens, Sparta, and Corinth. A more durable form of Greek unity was first realized under Philip II of Macedonia, who formed a coalition or league of city-states, and more so under the Roman Republic. With the rise of the Greek city-state or polis, Ancient Greece would contribute to the advancement of politics, law, self-government, science, and philosophy in the ancient Mediterranean world. The purpose of this advanced, upper division course on Ancient Greece is to explore the cultural, intellectual, social, and political development of the Greek world, from the Trojan War c. 12th century to Roman domination of Greece in 146 BCE.

**HIST 441: World War Two**
Monday/Wednesday 1100-1215  SH 268  Dr. O'Sullivan

The Second World War (1939-45) was the most devastating conflict in world history, with over 60 million casualties. It was fought in all corners of the globe and its results have affected us to this day. It is vital to get a good understanding of the major developments and events of this struggle between the Allies and the Axis. Students will discuss strategies and operations as well as cultural changes.

**History 450: The Soviet Union**
Mondays 1900-2145  SH184  Dr. O'Sullivan

The course offers a close look at the history of the First Socialist State, the USSR, from the 1917 revolutions to the demise of the system in 1991. We will discuss the structure of the new state and its policy as well as issues connected with culture, society and history. Among the topics covered will be the industrialization and ‘collectivization’, the ‘Great Patriotic War’ and the Cold War confrontation with the United States. Students will be able to analyze the reasons for the collapse of Communism and reflect back on the role of the Soviet experiment in world history.
History 497 Fall 2019

History 497A: Proseminar
Thursdays 1900-2145 SH279 Professor Addison

This seminar will explore the connections of Constantinople to the East and West through trade, religion, culture, and travel. As the former capital of the Eastern Roman Empire from 320 through its fall to the Ottomans in 1492, Constantinople served as a connection and reconnection point from the east to the west and vice versa. Inheritors of Rome, seat of the Eastern Orthodox Church, “big brother” to Kievan Rus’, trade ally with the Silk Road, and reconnection point for Western Europe’s emergence into the Middle Ages, we will explore the historiography, primary sources, and personal accounts of the City. Additionally, students will be guided through the process of research and intensive writing, and the seminar will conclude with the presentation of students’ original research.

History 497B Proseminar: Chocolate: mass consumption and advertising during the 19th and 20th centuries
Wednesdays 1600-1845 SH184 Dr. Juarez-Dappe

People have been consuming chocolate for over 3000 years. A Mesoamerican legacy to the world, the European nobility quickly adopted chocolate as their favorite beverage and a powerful status symbol. During the nineteenth century, modern processing techniques and the expansion of cacao production into new areas made chocolate available to the masses and change its social identity for ever. This seminar focuses on chocolate advertising during the 19th and 20th centuries. It addresses the role of ads as texts that illuminate social and cultural norms of a region and a period. After discussing the historical evolution of the advertising industry, students will examine chocolate ads and their representations of gender, race, indigenous cultures, and sex, among other important topics. It is recommended (not required) that students have some background in world history or the history of chocolate in order to enroll in this class.

History 497C Proseminar: Time Traveling to Pre-Modern Europe
Mondays 1600-1845 SH268 Dr. Oliver

Ready to build your own Tardis? Or DeLorean?

Using as our models scholarly works such as Keith Hopkins’ A World Full of Gods and Ian Mortimer’s The Time Traveller’s Guide to Medieval England, this research seminar will direct students to write their own historically accurate time traveler’s guide (20 pages) to a particular moment in the pre-modern West. Events or periods from the late Roman Empire to the Reformation will be considered fair game. For more information contact Dr. Oliver via email at coliver@csun.edu.

History 498C Tutorial: The British Mandate in Palenstine, 1918-1945
Wednesdays 1600-1845 SH288 Dr. Auerbach

This reading-intensive tutorial explores the critically important 30-year period of British rule in Palestine from the end of World War I in 1918 until the creation of the State of Israel in 1948. Learn about Britain’s longstanding cultural and strategic interests in the Middle East and the reasons why the British Government issued the Balfour Declaration which committed Britain to helping establish a national home for the Jewish people in Palestine. Analyze the importance of immigration in the relationship between Jews and Arabs and discuss whether the British heightened or ameliorated tensions between various religious groups. Investigate the role of nationalism in Zionist state-building efforts and assess whether Arab Palestinians also developed a sense of national identity under British rule. Examine the British decision to leave Palestine and evaluate their legacy in the region in order to explain the emergence of the Israeli-Palestinian conflict.
History 498C Tutorial: Slavery and Freedom: The Civil War and Reconstruction Era, 1850 to 1877
Tuesdays 1600-1845 SH288 Dr. Broussard

This is a readings course which will explore the rich scholarship dealing with some of the most important issues and major interpretations of the origins of the Civil War, the war itself, and Reconstruction and its aftermath. The course will focus on several themes and issues such as the nation’s drift towards the crisis of disunion; antislavery and proslavery forces and the problems of race; the clash of the North and the South and the tumult of civil war; and the nation’s experiment with emancipation and Reconstruction amidst the ruins. Students will (1) write thesis statements and questions on selected secondary historical sources and discuss their findings in class; (2) participate actively in class discussions centered on the readings and subsequent outcomes and conclusions; and 3) produce a historiographic essay on a specific topic in Civil War or Reconstruction history that can be used as a scholarly literature review for future research.

History 498C Tutorial: The History of Health, Medicine, and the Body in Contemporary Latin America and the Caribbean
Mondays 1600-1845 SH288 Dr. Fitzpatrick Behrens

Health, medicine, and the body play defining roles in every state, community, and family. Everything from the macro-level of the economic development of a country to the micro-level of intimate relations of a couple can be examined through this lens. This class will take a broad view of the expanding literature focused on health, medicine, and the body in contemporary Latin America and the Caribbean. We will read core books in the canonical literature analyzing the expansion of public health in Latin America. We will complement this reading with literature from the periphery of healing by studying about curanderos, midwives, shamans and others for whom the “science of medicine” may be secondary to its curative power and relation to faith. Our goals will be to survey the field(s) of research on health, medicine, and the body and to consider incommensurability among distinct people’s medical practices and conceptualizations about health, and to gain a broad insight into how contemporary Latin Americans of distinct regional, ethnic, and religious beliefs have viewed and experienced health, medicine, and the body.

History 546: Holocaust & Genocide
Tuesdays 1600-1845 SH279 Dr. O'Sullivan Dr. Cohen

"The Holocaust was a turning point in modern history, changing the world and our thinking about humanity. In this course, we will explore the background, evolution and aftermath of this cataclysmic event. We will study the roots of antisemitism and Jewish life before WWII, and the events leading to the "Final Solution." We will also consider the Armenian Genocide as well as post-Holocaust genocides. Using a range of sources from historical texts and diaries to oral histories and film, we will raise complex questions for which there are no facile answers: How does genocide happen? Is it inevitable? How do neighbors turn against neighbors? What motivates some to become "rescuers"? These are some of the issues we will probe as we grapple with this complicated history. Our class will combine a study of history with innovative pedagogical strategies emphasizing interactive work that includes group activities, writing, films, and speakers"
History 585: Colloquium in the U.S. South: Focus—the Civil War and Reconstruction Era, 1850 to 1877
Thursdays 1900-2145 SH288 Dr. Broussard

History 585 is a readings colloquium in the U.S. Civil War and Reconstruction Era that explores the causes, course, and consequences of the American Civil War from the 1850s to 1877. The main goal of the course is to understand some of the multiple meanings and major interpretations of this transformational event in American history. Those meanings can be categorized under several themes: racial, moral, constitutional, sectional, national, intellectual, individual, and social. The course will focus on such issues as: the crisis of union and disunion in an ever-expanding republic; race, slavery, and emancipation as a national problem, a personal experience, and a social process; the experience of modern total war for both the society and the individual—North and South; and the political and social challenges of Reconstruction. Students will write précis on selected readings, present their findings, and produce a historiographic essay that can be used as a literature review for future research.

History 596RM: Research Methods
Wednesdays 1600-1845 SH279 Dr. Kim

This 596 course is designed as a graduate level introduction to the field of public history. We will read about the theories and practices of public historians, how they understand their craft, and how they present complex historical issues to the public. We will also focus on the ethics of practicing public history and examine the ways in which public historians balance professional approaches to history with community interests and memories of the past. To this end, the course will include conversations with practitioners in the field from museums and cultural institutions. As a final project, students will design public history projects that integrate the approaches, theories, and ethics of public history. By the end of the class, students will have an understanding of different subfields of public history, how public historians practice their craft, the ethical standards of public history, and professional opportunities in the field.

History 630: Colloquium in World History
Tuesdays 1900-2145 SH279 Dr. Howes

Chronicles: Thucydides, Livy, Sima Qian, Procopius, Tabari, William of Tyre, *Chrónica General*, Venerable Bede, Ibn Khaldun, al-Juwaiti, *Akbarnama*, *Nihon Shoki*, de Las Casas: these are just a very few examples of authors and titles of chronicles. Chronicles or annals are historical works that tell history in a detailed and chronological fashion. Although by no means the only sources for pre-modern history, they are often the starting place for historical research. Chroniles provide the warp and weft for understanding the history of many pre-modern people. From this brief, unordered, incomplete list, we can see the variety of civilizations that produced chronicles. Chroniles can be studied as material artifacts and cultural products, religious books, literary texts, political commentary, social criticism, and the list goes on. They can also be mined for facts. They can give us a window into all facets of history from cultural to social, from economic to political, and from environmental to material. Given their pervasiveness and the scope of their content and use, chronicles are a logical place for pre-modern world historians to begin to do comparative and cross-cultural historical research.

After a few weeks where we discuss the different approaches to using chroniles, this class will ask you to do the most fundamental work that historians do: research and writing. While many historians use archives to do this, some, particularly historians of the pre-modern period, use published narrative sources for the bulk of their research. Some of you may have the access to archives and linguistic skills
to pursue research on manuscript materials, in which case more power to you! It is my expectation however that most of you will be using materials that are either published or available in online collections. Many of you will be using translated materials.

You will be expected to choose a research question: find research materials: decide how to use them: and express what you have learned orally and in written form. You should pursue whatever topic you choose, as far as you can, given linguistic and access restrictions, as well as time, limitations. This is extremely hard work, but it is also as much fun as you can legally have in a library! The end result will be a 20-30 page research paper and a formal presentation of your research to the class. For more information contact Rachel Howes via email at rachel.howes@csun.edu

**History 640: Research Seminar in Early Modern European History: Revolutions**

**Thursdays 1600-1845 SH268 Dr. Goldner**

The early modern period (from roughly 1500 to 1800) was a time of revolutions in Europe and the wider Atlantic world. From intellectual and cultural transformations like the Scientific Revolution and the Enlightenment, to political earthquakes like the American and French Revolutions, the era saw enormous change. Explore the many different kinds of revolutions in this period, pick a revolutionary event or period, gather primary and secondary sources, and write a substantive research paper that analyzes what was revolutionary about your chosen topic.