

DEPARTMENT OF HISTORY

Undergraduate Course Descriptions – Spring 2023

Below you will find descriptions for upper-division seminars and tutorials which the History Department will be offering in Spring 2023. Please refer to the [course catalog](#) for a complete list of History courses.

An important note regarding HIST497 (Research Seminar) and HIST498 (Reading Tutorial): These classes are often viewed as a kind of culminating experience for history majors. All history majors must take HIST497 (Research Seminar) and HIST498 (Reading Tutorial) in order to graduate. We strongly recommend that you take these classes in different semesters, and, if possible, that you don't leave HIST 497 for your final semester. These seminar-style classes are capped at 15 students to allow you to delve deeply into a reading topic (498) or to conduct primary source research (497). They also provide wonderful opportunities to create and experience intellectual communities in the classroom.

Permission numbers are **not** required to enroll in HIST497 or HIST498!

Please note that if you failed HIST497/498 and must retake it, you should contact the History Department office as soon as possible, and ideally before the start of enrollment. For these emergency situations, the department will be able to provide you with a permission number to ensure that you get the seminar you need to substitute for the failed seminar so you can graduate.

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HIST 497A (12654) PROSEMINAR: Time Traveling to Pre-Modern Europe

Dr. Oliver | M 1600-1845 | SH288

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.

HIST 497A (13084) PROSEMINAR: Chocolate: Mass Consumption and Advertising during the 19th and 20th Centuries

Dr. Juarez-Dappe | T 1600-1845 | SH288

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 19th century, modern processing techniques and the expansion of cacao production into new areas made chocolate available to the masses and changed 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 history of chocolate and the 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.



HIST 497A (20754) PROSEMINAR: Los Angeles, Up Close

Dr. Josh Sides | Th 1600-1845 | SH288

The function of the History proseminar (497) is to introduce students to the principles of historical research as they apply to specific areas of history and historiography. In this proseminar, students will conduct advanced, original, research into the history of a Los Angeles neighborhood/area.

HIST 497A (21261) PROSEMINAR: The Senses, Sensibility and Society

Instructor TBA | W 1600-1845 | SH160

Where do our senses and emotions come from? Are they biological? Or are they the products of particular historical moments involving society, politics, and culture? This research and writing seminar is dedicated to querying the senses and emotions in society, with a focus on melding historical methods with scholarship from psychology, anthropology, and philosophy. Together we will question how the sensorium—our senses of sight, hearing, smell, taste, touch, balance, pain, and space—and attitudes around sensibility, or emotions, came to be socially constructed. As a community we will look at the senses and emotions in turn, and participants will write and research about particular senses, multisensorial experiences, or emotions within a given historical period or subject according to their specific interest and in consultation with the instructor. While we will focus on the methods and theories of sensory and emotional history, we will ground these concepts with examples from the histories of science, technology, medicine, and the environment.

HIST 498C (12240) TUTORIAL: The Golden Age of Piracy

Instructor TBA | T 1900-2145 | TBA

Over the past 250 years, pirates have become mythologized into popular culture. Characters such as Jack Sparrow and television shows such as *Black Sails* and *Our Flag Means Death* have shaped popular ideas about pirates. But who were they really? This course will examine the Golden Age of Piracy in the Atlantic World between 1670 and 1730. The late seventeenth and early eighteenth century was a time of immense change as powerful European nations raced to colonize as much of the Americas as they could. Wars between the Spanish and English over control of the Caribbean decimated colonial trade and created a politically unstable atmosphere. This was a time when rogue sailors were able to sail under their own agenda, sell illegal goods and seek protection from colonists, and make themselves rich – whatever the cost. Using primary and secondary sources, we will examine three distinct eras of piracy: The buccaneers of the 1670s; British pirates in the Indian Ocean in the 1690s such as Henry Avery and William Kidd; and Atlantic pirates in the 1710s and 1720s that include the most infamous ones in history such as Blackbeard. We will uncover the causes of the rise of piracy, who pirates really were, and how they affected the development of the British-American colonies on land and sea.



HIST 498C (12606) TUTORIAL: The Real Assassin's Creed: Nizari Ismailis in History

Dr. Rachel Howes | MW 1400-1515 | TBA

In the video game *Assassin's Creed* Desmond Miles, as a descendant of Assassins, hops into various bodies throughout time fighting descendants of Templars in order to locate artifacts that will save humanity. While it is doubtful that we historians will save humanity, we do get to hop through time in a sense and see many different places in the world through the eyes of many different people. The Assassins in this game are based on a real community: The Nizari Ismailis. This community spans time and the globe (although not space- sorry no ancient aliens here!), and they were part of many important historical processes.

Like Desmond (or perhaps we should call him Ali!), in this class we will use the Animus of history to travel back in time and see some of the most important events and processes in history through the eyes of individual people, both friendly to the Nizaris/Assassins and their enemies. Like Desmond we will start in the modern era and go to Medieval Syria and end up in Victorian London, but our Assassins/Nizaris were usually focused farther east and south, so our journey will take us to Mongol Iran, Early Modern Central Asia, Mughul India, and the pre-Colonial Kingdoms of Kilwa and Madagascar in East Africa. In addition to the kinds of fights Desmond gets into, we will observe and be part of scholarship, trade, spiritual growth, and colonialism in several forms.

We will have to do a bit more than just jump into a machine, unfortunately. Students will be expected to roleplay various individuals and interact with their classmates who will assume other identities within the game. To do this you will have to research the circumstances, ideas, and personalities of the people we are going to encounter using the readings for the class. At the end of the class, students will be expected to choose one scenario among those we are exploring and write a first person narrative of that situation through the eyes of one person.

HIST 498C (12743) TUTORIAL: History of American Policing and Incarceration

Dr. Jessica Kim | W 1600-1845 | TBA

The United States incarcerates more people than any other nation in the world and Los Angeles incarcerates more people than any other city in the nation. Using Los Angeles as a lens, this course explores the history of policing and the growth of the nation's carceral system, emphasizing the period from the end of the Civil War through the present.

We will consider how histories of the elimination of Indigenous peoples, the patrolling of immigrants and borders, and the violent enforcement of the color line created racialized systems of policing and incarceration in Southern California and beyond. We will also study how diverse communities have organized against unjust practices in policing and imprisonment. Ultimately, we will consider what role policing and punishment should play in a democratic society.

