HISTORY

SPRING 2019
**HISTORY COURSES THAT FULFILL CORE CURRICULUM FOR SPRING 2019:**

**SOCIAL, HISTORICAL, CULTURAL UNDERSTANDING (SHCU):**

- History 2: World History 1500 to Present
- History 10: Introduction to Historical Methods
- History 18: History of the United States since 1877
- History 110: The Empires of Greece and Rome
- History 111: Birth of Europe
- History 122: 19th Century Europe
- History 132: The American Revolution and the Early Republic
- History 141: African-American History: 1865 to the Present
- History 155: Latin American Environmental History
- History 163: Ethnic Identities and Conflict in China

**AMERICAN DIVERSITY (AD):**

- History 18: History of the United States since 1877
- History 132: The American Revolution and the Early Republic
- History 141: African-American History: 1865 to the Present

**GLOBAL PERSPECTIVE (GP):**

- History 2: World History 1500 to Present
- History 155: Latin American Environmental History
- History 163: Ethnic Identities and Conflict in China

**COMMUNITY ENGAGEMENT (CE):**

- History 181: Engaging Communities through Public History

**THE COMMON GOOD (TCG):**

- History 181: Engaging Communities through Public History

For a full listing of all HISTORY courses that fulfill Core Curriculum Requirements, see: https://www.stmarys-ca.edu/history/history-courses-that-fulfill-core-requirements
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<td>WORLD HISTORY FROM SINCE 1500</td>
<td>Paul Flemer</td>
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<td>HISTORY 010</td>
<td>INTRODUCTION TO HISTORICAL METHODS</td>
<td>Carl Guarneri</td>
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<td>HISTORY 018</td>
<td>HISTORY OF THE UNITED STATES FROM 1877</td>
<td>Gretchen Lemke-Santangelo</td>
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<td>RESEARCH SEMINAR: 1968</td>
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<td>HISTORY 110</td>
<td>THE EMPIRES OF GREECE AND ROME</td>
<td>Brother Charles Hilken; Rali Christo</td>
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<td>HISTORY 122</td>
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<td>HISTORY 132</td>
<td>THE AMERICAN REVOLUTION AND THE EARLY REPUBLIC</td>
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<td>HISTORY 155</td>
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<td>Myrna Santiago</td>
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<td>HISTORY 163</td>
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<td>HISTORY 181</td>
<td>ENGAGING COMMUNITIES THROUGH PUBLIC HISTORY: TWENTY-FIVE YEARS OF WOMEN’S AND GENDER STUDIES AT SAINT MARY’S COLLEGE</td>
<td>Myrna Santiago</td>
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World History since 1500

Is Globalization a very recent phenomenon or did it begin with the expeditions of Columbus and Magellan’s famous circumnavigation? Zheng He’s missions set sail from China even earlier on similar ventures of discovery. Indeed the desire link the various parts of the world has long been a global phenomenon. How did these early quests to make connections across the globe transform into present-day global chains of production and digital networks on the worldwide web? This course will give students an opportunity to examine the history of our present world by studying exchanges of concepts, commodities, and cannon fire over the last five centuries. Students will become familiar with the ways that such phenomena as imperialism, nationalism, and Marxism reconfigured the world map and religion and nature have nullified national boundaries. As an introduction to the history of the modern world, this course is also an introduction to History. We will read a range of sources and examine the importance of interpretation and perspective to highlight how diverse our world is even in its perpetual effort to become one entity. This class fulfills Social, Historical, Cultural Understanding, and Global Perspective Core Requirements.

This course is designated as a CORE course for Global Perspectives and Social, Historical, and Cultural Understanding.

Readings may include:
Strayer, Robert W. *Ways of the World: A Brief Global History w/Sources* (vol.2)

Zheng He’s “Treasure Ship” and Columbus’s Santa Maria
People evacuating Vietnam, 1978
Introduction to Historical Methods

This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past. Sampling documents and historical essays from many eras and places, we will explore some fundamental components of historical thinking, including ideas about context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical approaches and genres. Through intensive reading and discussions, workbook exercises, and brief written essays, we will look into the eclectic methods and rich varieties of historical inquiry. Students will also develop basic library and internet research strategies and build their skills of framing and documenting persuasive history papers. NOTE: This course satisfies the core curriculum learning goals for Social, Historical, and Cultural Understanding and for Writing in the Disciplines. It is part of the history major and minor requirements. It is also a prerequisite for taking History 104 or 106. Completion of, or concurrent enrollment in, English 5 is required for admission to this course.

E.H. Carr, *What is History?*
John Lewis Gaddis, *The Landscape of History*
Additional readings to be posted or distributed.
History of the United States from 1877

This course explores the economic, political, cultural and technological forces that shaped the American experience between Reconstruction and the present. Emphasis is placed on major social movements of this period, and on ethnic, gender and class diversity. Readings, films, discussions, and lectures examine how different groups within our society interpreted and shaped the “American dream.” This course meets the Social, Historical and Cultural Understanding, and American Diversity core requirements.

Team U.S.A. Medalists Tommie Smith and Juan Carlos Protest Racism at the 1968 Olympics
Research Seminar: 1968

This senior capstone course, focusing on the world in 1968, is a research and writing seminar designed to refine and advance your skills as a historian. 1968 was a “seismic year,” an unprecedented period of organized and spontaneous uprisings against established political, economic, social and cultural institutions. Unlike the revolutions of 1848, which were largely centered in Europe, the 1968 revolts extended from France, Japan, Poland, and Iran, to Italy, the United States, West Germany, and Czechoslovakia. Given this geographical scope and the vast array of issues that participants sought to address, you will undoubtedly find a subject that intersects with your interests and areas of concentration. We will begin by exploring potential topics, and going over the mechanics of finding sources, compiling an annotated bibliography, and constructing a thesis. Then, during the remainder of the semester and under my guidance, you will craft a thirty page (plus notes and bibliography) research paper. You will also publically present your findings at an end-of-the-semester poster session. Enrollment is limited to fifteen seniors and juniors, with priority given to history majors and minors.

Members of the National Women’s Liberation Party protest the 1968 Miss America Pageant held in Atlantic City, N.J. on Sept. 7, 1968 (AP Photo)
The Empires of Greece and Rome

This course studies the political, social and cultural history of ancient Greek and Rome, focusing particularly on the period from the 9th century BC to the end of the 5th century AD. We will examine how the Greek and Roman authors represented the changing economic and political realities of their times, or how they reevaluated earlier historical accounts. We will discuss the “mythologization” of history, which is a part and parcel of ancient historiography. The legacy of Greece and Rome is complex, including

- experiments in democracy, sustained by the institution of slavery and discrimination;
- developments in liberal education and law;
- a pluralistic veneer over imperialistic aspirations;
- the race, ethnicity, class, gender and religion parameters of the Greco-Roman world;
- and the multifaceted ways in which the Greeks and Romans shaped, for better or worse, the modern world.

In order to get a well-rounded picture of the Greco-Roman world, we will also look at art, material culture and epigraphical evidence.

[This course fulfills the Common Core requirement for Social, Historical, and Cultural Understanding.]

Reading List:

Pomeroy, Burstein, Donlan, Roberts, Tandy, Ancient Greece: A Political, Social, and Cultural History,
Mellor, Ronald, The Historians of Ancient Rome: An Anthology of the Major Writings
Boatwright, M.T. et al. The Romans: From Village to Empire: A History of Rome from Earliest Times to the End of the Western Empire.
Shelton, Jo-Ann, As the Romans Did: A Sourcebook in Roman Social History
Birth of Europe the Dark Ages

There is an arc of centuries from the Fall of Rome to the beginning of the second millennium (4th to the 11th centuries), which has alternately been called the Early Middle Ages or Dark Ages. The ancient Mediterranean world of the Roman Empire was transformed into the many-faceted world of the Latin kingdoms of the West, the Byzantine Roman Empire in the East, and the Muslim caliphates of the South. European civilization as we know it today emerged from the fragmented West and was shaped by its contact with Greek and Arabic cultures. We will explore the roots of European culture. We will also enter the Dark Ages to discover what life was like in village, forest, castle, and monastery. Our readings will be dedicated to social and economic history as well as institutional and cultural history.

This course qualifies for Social, Cultural, and Historical Understanding

Reading List:

*Beowulf*, trans., Seamus Heaney
Dawson, Christopher, *The Making of Europe.*
Wickham, Chris, *The Inheritance of Rome: A History of Europe from 400 to 1000.*

**GAME OF THRONES: THE REAL DEAL**
The Unification of Italy

Called the “fulcrum of Italy’s past and future” the nineteenth century was the pivotal moment of modern Italian history in that it aimed at a complete renewal of both individual and national liberty. This course will study the origins, development, and crises of the Italy’s Unification in both its national and international contexts. The chronological boundaries of the course will be the “long” nineteenth century, stretching from the reform efforts of the Enlightenment period to the end of World War I. The course will examine the many successes and failures associated with the endeavor to “modernize” Italy and to “create” Italians. Nationalism (its ideology, symbols, and myths), the liberal nation-state as a political, social and economic structure, education, and international relations will be main areas of focus.

Readings may include:

C. Collodi, *The Adventures of Pinocchio*
C. Duggan, *The Force of Destiny: A History of Italy since 1796*
Carl Ipsen, *Italy in the Age of Pinocchio*
Denis Mack Smith, *Mazzini*
G. Tomasi de Lampedusa, *The Leopard*
Beginning in 1763, when Britain, France, and Spain reorganized their empires and triggered revolts, this course examines the period from the American Revolution to new nation-building in the first third of the nineteenth century. How did the American Revolution happen? How did it relate to other revolutions of its day, such as the French and Latin American Revolutions? How did the Revolution impact women, slaves, and Native Americans? Did the Constitution embody the revolutionaries’ ideals or contradict them? What was the relationship between religion and government in the early United States? How did the weak new nation manage to survive threats from France, England, and other European great powers? How did the ordered world of the Founders evolve within a generation into the kind of raucous democracy they had feared? What resources and problems have we inherited from America’s founding decades? Through lectures, discussion, and written assignments students will be challenged to develop persuasive answers to such questions. This course satisfies the core curriculum learning goals for Social, Historical, and Cultural Understanding, and for American Diversity.

Readings:

Thomas Paine, *Common Sense*
Joseph Plumb Martin, *Ordinary Courage* (memoir of a Revolutionary War soldier)
Joseph J. Ellis, *Founding Brothers: The Revolutionary Generation*
Gary B. Nash, *The Forgotten Fifth: African Americans in the Age of Revolution*
Louis P. Masur, *1831: Year of Eclipse*
African American History From 1877

This course examines the history of African Americans from Reconstruction to the present. At the beginning of this period, the nation’s black population was predominantly rural, southern and poor. However, as the twentieth century unfolded African Americans increasingly moved to urban industrial centers in search of greater economic opportunity and social freedom. In the process of exploring this transition, we will examine daily life in the Jim Crow South, the promise and realities of migration, the Black experience during depression and war, the evolution of the Civil Rights and Black Power movements, and contemporary cultural, political and economic developments/challenges. A major theme of this course is African American agency: how black citizens shaped vital cultural, economic, and political institutions that allowed them to survive and challenge racial discrimination. This course meets the American Diversity and Social, Historical, and Cultural Understanding core requirements.
What were the social and ecological effects of oil extraction in Latin America in the twentieth century? That is the question that this course asks, as we unearth how different groups of human beings interacted with their natural environments in the process of extracting petroleum from a variety of ecosystems in the last century. The answers will come from three case studies: Mexico, Venezuela, and Ecuador. In each case, we will examine how workers, foreign oil companies, indigenous peoples, and the countries’ ecologies fared under extraction regimes, what each group thought about the industry and its conditions, and how they shaped social, ecological, and political outcomes in their societies as a result of their experiences in the oil fields and refineries of their countries. Students will be asked to write several papers, in addition to mandatory attendance and daily in-class participation.

Readings may include:

Nikolas Kozloff, Maracaibo Black Gold: Venezuelan Oil and Environment During the Juan Vicente Gomez Period, 1908-1935, Unpublished Dissertation
Joe Kane, Savages
Suzana Sawyer, Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador
Ethnic Identity and Conflict in China

Why is Tibet a favorite darling of Hollywood movie stars? Is Taiwan a country? Is it true that al-Qaeda is trying to incite separatist activities among followers of Islam in China? This course examines the ways that ethnicity has been perceived in China during ancient, imperial, modern, and contemporary periods. Ethnicity is a modern concept, yet in ancient China groups of people distinguished themselves from each other in ways that both overlap with our modern notions of ethnicity and seem contradictory to it. We will explore related concepts of difference, race, ethnicity, and identity, as well as conflicts and policies derived from these notions. By studying the struggles and successes of specific groups of people as they tried either to become part of mainstream Chinese society or to distinguish themselves from it, we will learn how ethnicity played a role in the construction of empire and nation in Chinese history.

This course fulfills the Global Perspectives and Social Historical and Cultural Understanding Core Requirements.

Readings may include:

Miao People in Ceremonial Dress

Chinese Muslims Traveling
Engaging Communities through Public History: Twenty-Five Years of Women’s and Gender Studies at Saint Mary’s College

The Women’s and Gender Studies program is celebrating its XXV Anniversary this academic year (1993-2018). What were the origins of the program? How did it evolve over time? Who are the protagonists in this story? How has WaGS envisioned and practiced the Common Good on campus? This Women’s and Gender Studies, History, Community Engagement, Common Good, and Public History course will research and document the history of the WaGS program, guided by the questions above and utilizing the tools of the historian, including doing archival work and oral histories. The creativity and concrete engagement with community afforded by Public History and Community Engagement will lead the class to produce posters and other exhibits to share their research papers and projects with the entire College community.

Experience in WGS 1: Introduction to Women’s and Gender Studies is recommended but not required. Prerequisites: English 4 or WaGS 1. This course satisfies the Common Good and the Community Engagement requirements of the Core Curriculum.

All students will produce a 20-page research paper and a poster at the end of the term.

Readings will include:
Ron Isetti, On These Promising Shores of the Pacific: A History of Saint Mary’s College
Ruth Rosen, The World Split Open: How the Modern Women’s Movement Changed America