Course Descriptions
Spring Semester 2016

FOCUS DESIGNATIONS
E = Contemporary Ethical Issues
O = Oral Communication
WI = Writing Intensive
H/HAP = Hawaiian, Asian, Pacific Issues

NOTE: All information contained herein is subject to change without advance notice.
UNDERGRADUATE COURSES

HIST 151  World History to 1500

Foundations: FGA  Chappell, David

Content:
This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania, up to 1500 C.E. Lectures and readings offer integrated analyses of the political, social, economic, and cultural dimensions of human societies, as well as processes of cross-cultural interaction and exchange. In small weekly discussion groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies. Overall, the course provides students with an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements:
Two midterm examinations and a final, plus discussion lab work.

Required Texts:
- Bentley and Ziegler, Traditions and Encounters: A Brief Global History
- Gulik, Robert Van, Celebrated Cases of Judge Dee
- Sundiata, D. T. Niane, An Epic of Old Mali
- Sandars, N. K. (trans.), The Epic of Gilgamesh

HIST 151  World History to 1500

Foundations: FGA  Henriksen, Margot

Content:
This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania, up to 1500 C.E. Lectures and readings offer integrated analyses of the political, social, economic, and cultural dimensions of human societies, as well as processes of cross-cultural interaction and exchange. In small weekly discussion groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies. Overall, the course provides students with an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements:
To be announced.
Required Texts:

- Jerry Bentley, Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. 1*
- N. K. Sandars (trans.), *The Epic of Gilgamesh*
- R. K. Narayan, *The Ramayana*
- Sophocles, *Oedipus the King and Antigone*
- Sheri S. Tepper, *The Gate to Women’s Country*
- Connie Willis, *Doomsday Book*

---

**HIST 152**  
**World History since 1500**

*Foundations: FGB*  
Bertz, Ned

**Content:**

This course employs world historical approaches to examine the making of the modern world. We will study interactions between people in all parts of the globe in historical perspective from 1500 CE to the present. Lectures and readings will present integrated frameworks of political, social, economic, and cultural dimensions of human societies created through processes of interregional encounters and exchanges. In a smaller weekly discussion lab with a teaching assistant, students will engage in the practice of history through the close analysis of primary and secondary sources. Overall, the course provides students with an introduction to the discipline of history and a foundation on which to analyze the complex and interdependent world of the past and the present.

**Requirements:**

To be announced.

**Required Texts:**

- Bentley & Ziegler, *Traditions and Encounters: A Brief Global History, Vol. II*
- Lindsay, *Captives as Commodities: The Transatlantic Slave Trade*
- Prince, *The History of Mary Prince: A West Indian Slave Narrative*
- Marx & Engels, *The Communist Manifesto*
- Ghosh, *The Glass Palace*

---

**HIST 152**  
**World History since 1500**

*Foundations: FGB*  
Hoffenberg, Peter

**Content:**

History 152 introduces the dynamic relationships within and between representative modern societies, nations, states and cultures. We focus on four historical periods of such “globalization:” (1) “The Early-Modern World,” or circa 1450 to 1750; (2) “The Long Nineteenth Century,” or “An Age of Revolution, Industry, and Empire, 1750-1914;” (3) The Early Twentieth Century, 1914-1945; and (4) The World After 1945 – and the ways
in which those periods were marked by contact and collision between, among, and within societies.

Additionally, we explore the idea and practice of “regional history” by considering the comparative histories of “The Americas” and “Asia” during the nineteenth century. We will ask if we can write the histories of those regions during the ‘modern’ era and what difference that might make to our understanding of the past and present. In keeping with that notion that there are different ways to write about and approach the past, we will also consider other narratives in addition to those about historical periodizations and geopolitical regions.

Requirements:
Weekly readings and discussions, two 2 pp essays, periodic short-answer & open-book quizzes, and a final examination.

Required Texts:
- Bentley, Ziegler and Streets-Salter, Traditions and Encounters: A Brief Global History, Vol. 2: 1500 to Present
- Marx and Engels, The Communist Manifesto

PRIMARY SOURCES UPLOADED TO LAULIMA.

HIST 156 World History of Human Disease

Foundations: FGC Farris, William W.

Content:
This course focuses on the role of disease in world history. Scholars have usually been keen to propose that politics, religion, and economics dominate as causes in world history, but until recently have neglected the role played by unseen microparasites. After defining some key terms, the course traces the relationship between viruses, parasites, and bacteria and the human host from the Plague of Athens around 500 BCE until the modern day. Besides examining the role played by disease during the Black Death and conquest of the New World, this course also looks at the nineteenth-century debate over the germ theory and the contemporary threat of bioterrorism. Attention to the HIV/AIDS epidemic begins and concludes the course.

Requirements:
A one-hour exam and a comprehensive final (all essay). A paper to be decided in consultation with the instructor. Students are expected to attend class regularly on time, and participate in frequent class discussions.

Required Texts:
- McNeill, Plagues and Peoples
- Gottfried, The Black Death
- LeCarre, The Constant Gardener
**Crosby, The Columbian Exchange**

**HIST 162A  World Cultures in Perspective**  
*Foundations: FGB*  
Brown, Shana

**Content:**

This course covers world history from 1500 to the present. Our thematic focus is science and society, concentrating on the question of how scientific and technical change has affected modern history.

Class activities and lectures chart the development of the modern world from the Renaissance and classical Asian empires, considering the industrial and scientific revolutions, the political revolutions in Europe and the Americas, the development of global empires, the age of world wars, the rise of modern societies, and our postmodern and globalized age, with a special focus on the modern media and visual culture.

Along the way, we discuss how science and technology shape the modernization process. Why is science important? Do premodern societies have science? How about non-Western societies? What kinds of social and cultural changes do we understand in the context of technological development? What are the political, economic, and social changes that attended developments like the creation of the atomic bomb or the modern biosciences? How are questions like gender, race, and class attended to in the context of modern science and technology?

**Requirements:**

Class activities and assignments will include student presentations, some lectures, readings of primary sources, and lots of discussion. Readings, essays, the occasional quiz, and a final take-home exam.

**Required Texts:**

- To be announced.

---

**HIST 241  Civilizations of Asia**  
Wang, Wensheng

**Content:**

This is an introductory course on the civilizations of East and South Asia from the earliest times to 1500 AD. It includes a broad survey of major historical developments in India, China, Korea, and Japan. We will look at several interrelated processes—origins of civilizations, formation and disintegration of great empires, evolution of ruling classes, growth and spread of religions (Hinduism, Buddhism, Confucianism, and Islam), as well as nomadic-sedentary relations. Students will use these problems as a prism through which to view three crucial and intertwined themes in Asian history: state, society and
ideology.

Requirements:
To be announced in class.

Required Texts:
- Murphey, A History of Asia, 6th ed.

HIST 282

Introduction to American History

Rapson, Richard

Content:
The course is designed to familiarize the student with some of the large themes on U.S. history since the Civil War. These themes include the movement toward cities, industrialization, the flood of immigrants, political reform, the role of women, the civil rights movement of the twentieth century, the expansion of popular culture, environmental issues, and America’s relationships with the rest of the world. A class or two will also be devoted to a discussion of contemporary Hawaii. The emphasis in the course will be on social and intellectual developments, on ideas rather than dates. There will be ample opportunities for discussion as a complement to the lectures and readings.

Requirements:
Good attendance, class participation, papers, and book reports.

Required Texts:
- Art Spiegelman, Maus: A Survivor’s Tale: My Father Bleeds History and Here My Trouble Begins (The Complete Maus)
- Alvin Toffler, The Third Wave
- Richard Rapson, Magical Thinking and the Decline of America
- Gail Collins, When Everything Changed: The Amazing Journey of American Women from 1960 to the Present
- Robert Heilbroner, An Inquiry into the Human Prospect
- Roderick Nash, From These Beginnings, Volume 2

HIST 288

Survey of Pacific Islands History

Brian Alofaituli

Content:
HIST 288 is an introductory course designed to survey the history of Oceania, examining the themes, issues and major historical events of Melanesia, Micronesia and Polynesia. Specifically, we will explore the intersection of these three regions with Native Hawaiians and Asia. The first half of the semester will emphasize historiography, peopling of the Pacific and navigation, the cultures within this geographic region, early
European exploration, Christian missions and the emergence of indigenous identity and agency in these encounters. The second half of the semester will transition into the 20th and 21st century, closely examining colonialism, the two World Wars, the Cold War, nation-building, independence and the ongoing struggle for sovereignty, development, the indigenous diaspora communities and environmental challenges. Each week this class will survey a weekly topic placing an emphasis on indigenous agency and their experiences throughout Oceania by drawing on various media, readings, class discussions, and a practicum at the end of the semester on a current Pacific issue or related topic.

Requirements:
One 5-7 page book review, two exams, an oral and written report at the end of the semester, oral participation and timely and regular attendance is required in determining the final course grade.

Required Texts:
- Fischer, *A History of the Pacific Islands*
- Hauʻofa, *Tales of the Tikongs*

**HIST 296**  
Topics in History: Women, Indigeneity, & Sexuality in the “New” World

*Focus:* WI  
*Shirley Buchanan*

*Content:*
This course will focus on how indigenous women and sexuality shaped the “new” world. We will use feminist approach and methods to take a new look at this history using a gender perspective. Ultimately, the study of gender in history is the study of power: who has it, who wields it, and how it is used. But how the history is told and amplified can also place that power in particular hands. This class will illuminate the role that indigenous women played in the development of empires as well as the social, economic, and religious transformations which shaped concepts of gender, sex, and sexuality. We will also examine how these developments and associated gender identities shaped the history of the Americas and Oceania and continue to influence indigenous histories and politics today.

The course will use a variety of methods to increase your understanding of this history and its meaning in your own lives. Through reading and lectures, writing and discussion, we will be trying to make sense of what has occurred and determine how history and gender perspectives create our frames of reference, identities, and aspirations. Readings will include essays that are historical, multicultural, sociological, and anthropological in approach. In addition, our sources will include both historical and contemporary literature to discover the often marginalized narratives of indigenous women and sexuality.

*Requirements:*
Attendance, class participation, two 8-page paper assignments, and a take-home final exam essay.

Required Texts:

- De Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*
- Ekberg, *Stealing Indian Women: Native Slavery in the Illinois Country*
- Gaul, ed., *To Marry an Indian: The Marriage of Harriett Gold and Elias Boudinot in Letters, 1823-1839*

---

**HIST 302** History of Modern India

Bertz, Ned

Content:

This lecture and discussion course will survey the history of India and South Asia from the decline of the mighty Mughal Empire in the 1700s to the new millennium, including contemporary debates in India and Pakistan surrounding poverty and development, globalization and democracy, and terrorism and communalism.

Starting with an orientation unit reviewing the history of ancient and medieval India and introducing modern South Asia, the course will then study the transition from Muslim to European rule. Special attention will be given to identifying the roots of religious conflicts which persist into modern South Asia. Following will be an in-depth look at the practice and consequences of British imperialism and the varied Indian responses of collaboration and resistance. The middle section of the course will analyze the encounter between colonialism and nationalism, featuring the perspectives of subaltern actors like peasants, prisoners, tribals, and women. Nationalism will be studied as a diverse force, encompassing many more shades than just the mainstream Gandhian narrative. Finally, Partition and post-colonial South Asia will be approached in part through voices represented in a diverse array of primary documents, including fiction and film.

We will read three novels across the semester representing three different turbulent eras of South Asian history: one set during colonial India, one featuring the period of independence and Partition, and one documenting the changes during the contemporary age of liberalization and globalization. For extra credit, there will be an optional 'Bollywood' film series with occasional movies shown in the afternoon every two or three weeks.

This course qualifies as an elective for the Undergraduate Certificate in Islamic Studies.

Requirements:

To be announced.

Required Texts:
HIST 312        History of China (1600 – Present)
                Davis, Ned

Content:
History 312 will introduce the student to the history of late-imperial and modern China. The lectures will focus on institutional, political, and social history. Three books are required: Ray Huang, 1587: A Year of No Significance; Jonathan Spence, The Search for Modern China; Yu Hua, China in Ten Words. Spence will serve as a textbook for the entire period. Requirements for the course include a take-home, essay-question midterm and a final. Friday lectures will be devoted, occasionally, to class discussion of the reading. Attendance and participation are not required, but will be considered when determining your final grade. The week's reading assignments should be completed by each Friday (or by discussion). The course will emphasize the links and continuities between imperial and modern China and teach the student how to identify and compose an historical argument.

Requirements:
To be announced.

Required Texts:
  • To be announced.

HIST 322        History of Japan
                McNally, Mark

Content:
This course covers the major developments of Japanese history from roughly the year 1700 to about the year 1990. The focus is on the political, social, cultural, and intellectual aspects of change for the period.

Requirements:
Two exams (midterm and final), six (2-page) papers, and 30 discussion postings.

Required Texts:
  • de Bary, Tsunoda et al. Sources of Japanese Tradition, Vol. II
  • Dower, John. War Without Mercy
  • Fukuzawa Yukichi. The Autobiography of Fukuzawa Yukichi
Hane, Mikiso. *Modern Japan: A Historical Survey*

NOTE: Course readings will be available online – no textbooks to purchase.

---

**HIST 323 / ASAN 323**

**Way of Tea in Japanese History & Culture**

Farris, Wayne

**Content:**

The tea ceremony is one of the most well-known cultural achievements of the Japanese. It evolved over several centuries and embraced a wide range of crafts, arts, and religious and philosophical beliefs, including ceramics, lacquerware, painting, calligraphy, architecture, garden design, flower arrangement, Shinto, Buddhism (especially Zen), and Confucianism.

The course will be devoted to the history of tea and the "Way of Tea" from their origins in China and Korea to present-day Japan. Attention will also be paid to tea as a commercial commodity and development in the Japanese green tea industry. Interspersed with lectures will be trips to the University’s tea house, Jakuan.

**Requirements:**

A paper, a midterm and final exam (all essay), and attendance at the Jakuan practice sessions.

**Required Texts:**

- Kawabata, *Thousand Cranes*
- Sen, *The Japanese Way of Tea*
- Varley, *Japanese Culture*
- Varley & Kumakura eds., *Tea in Japan*
- Keene, *Anthology of Japanese Literature*  
  (READINGS AVAILABLE ON LAULIMA)

---

**HIST 332**

**Ancient Greece II**

*Focus: WI*

Schwartz, Saundra

**Content:**

Alexander the Great is of interest both as a personality, and as a historical event. The memory of his individual courage and ambition became a source of fascination in his own lifetime, and continued through the ages. His conquest is also an important divide between historical epochs: he forever changed the world he lived in. This course centers on the career of Alexander the Great, between 336 and 323 B.C.E. with due consideration to the historical conditions that created the opportunities for Alexander’s conquest, as well as the aftermath of his campaigns. We will explore this fascinating, enormous topic from a variety of angles: political, military, social, economic, cultural,
and biographical. The reading and analysis of primary historical sources will be emphasized. Differing modern interpretations of significant episodes in Alexander’s life will also be examined.

Requirements:
3 short papers (3 pages each), research paper (10 pages), oral presentation.

Required Texts:
- Plutarch, *The Age of Alexander*
- Arrian, *The Campaigns of Alexander*
- Green, *Alexander of Macedon, 356-323 B.C.*
- Green, *The Hellenistic Age*
- Heckel and Yardley, *Alexander the Great: Historical Texts in Translation*

---

**HIST 339 Renaissance and Reformation**

*Focus: WI* Romaniello, Matthew

*Content:*
Between 1300 and 1600 European society transitioned from the traditions of the medieval Christian world to the potential opportunities of a “modern” world. Cataclysmic events including the Renaissance, the Reformation, and the era of exploration opened up both new avenues for experimentation but also violent reactions to these changes. Religion, education, politics, and culture transformed in a variety of unexpected and challenging ways. By using a lens of sexuality, gender, and deviance, this class will explore the ways in which European society experienced the dramatic upheavals of the early modern era.

Requirements:
Four short papers and a take-home final exam

Required Texts:
- Katherine Crawford, *European Sexualities, 1400-1800*
- Peter Arnade and Walter Prevenier, *Honor, Vengeance, and Social Trouble: Pardon Letters in the Burgundian Low Countries*

ADDITIONAL ARTICLES AND PRIMARY SOURCES WILL BE MADE AVAILABLE ON LAULIMA.
HIST 342 / ECON 342  The History of Economic Thought
Hoffenberg, Peter

Content:

History 342/Economics 342 invites students to consider some of the relationships between History and Economics in light of major economic theorists and their ideas, since around 1700, or so. We will consider the connections between the history of economic thought and wider political, social and ethical questions, such as policies towards the poor and the roles of government in the economy. What does consideration of the history of economic thought tell us about the modern world and modern society? What are the relationships between economic thought and modern questions of equality, freedom and globalization?

We will read, discuss and write about what Robert Heilbroner famously and enduringly entitled the “worldly philosophers” and their ideas, as they are linked to the histories of and contemporary societies in various parts of the world, including, but not exclusively, Great Britain, Russia/Soviet Union, Western Europe, the United States, India, Japan, and China. In doing so, we will focus on specific topics, including, but not limited to, how we might integrate History and Economics in our study of the past, ideas and public policy; a comparison of how major theorists thought about significant common problems, such as prices and work; specific schools of economic thinking, among which were Mercantilism, Free Trade Liberalism, Marxism and Socialism; the relationship between the history of economic thought and crises, such as famine and the Great Depression; the relationship between economic thought and the problem of poverty and the historical development of ideas about globalization.

Readings include both primary and secondary sources, as students are encouraged to actively engage the various dimensions of modern economic thought, including the original works and subsequent analyses. No background in Economics is required, but either History 151 or 152 is a strongly suggested prerequisite, as is one introductory Economics course. Those will help with background and foundation information, but are not required.

Requirements:

Weekly readings and discussions, periodic short-answer & open-book quizzes, one in-class presentation, and one 10 pp research essay. No examinations.

Required Texts:

- Sen, Development as Freedom
- Nasar, Grand Pursuit: The Story of Economic Genius
- Jones, An End to Poverty?
- Galbraith, The Great Crash 1929

ADDITIONAL READINGS WILL BE MADE AVAILABLE ON LAULIMA.
HIST 354  Introduction to Islamic History  
López Lázaro, Fabio

Content:
Muhammad, the Arab conquests, the Caliphate; fundamentals of Islam; classical Islamic civilization; development of Islam into modern times with emphasis on the Middle Eastern heartland.

Requirements:
To be announced.

Required Texts:
- Gettleman & Schaar, The Middle East and Islamic World Reader
- Esposito, The Oxford History of Islam

HIST 362  Gender and Sexuality in the Classical World  
Schwartz, Saundra

Content:
The history of gender and sexuality in the ancient Greco-Roman world between 1000 BCE and 500 CE. Through a wide variety of primary sources, we will explore how social roles were defined for men and women, and how constructs of masculinity and femininity shaped the structure of ancient society, inflected political discourse, and influenced scientific debate.

Requirements:
Regular participation in class and on the course blog, three short papers, term paper (10-12 pages).

Required Texts:
- Aeschylus, Oresteia
- Aristophanes, Lysistrata
- Plato, The Symposium
- Longus, Daphnis and Chloe
- Lefkowitz and Fant (ed.) Women's Life in Greece and Rome: A Sourcebook in Translation
- Additional readings on Laulima
HIST 374 / AMST 344  American Thought and Culture

Focus: WI  Rapson, Richard

Content:
This description includes both halves of the yearlong sequence of History 373-374 (American Studies 343-344), though each course stands on its own and may be taken separately. The courses attempt to define the “climates of opinion” in America at different stages of our past. Consequently a wide range of material is dealt with, the intellectual aim being synthesis. An attempt is made to maximize the possibilities of discussion. Students can expect to attend lectures, hear music, watch movies, participate in several small discussion groups, etc. The first semester (373) moves from European antecedents of colonization to the early years of the 20th century. The second semester (374) concentrates on the more recent period. Students may take either semester, or they may take both in any sequence. Opportunities are offered for the student to fulfill the requirements of the course in a wide variety of ways. The course carries graduate credit, and is limited to 20 students.

Requirements:
Papers and book reports. No exams.

Required Texts:
- Art Spiegelman, *Maus: A Survivor’s Tale: My Father Bleeds History and Here My Trouble Begins (The Complete Maus)*
- Alvin Toffler, *The Third Wave*
- Richard Rapson, *Magical Thinking and the Decline of America*
- Robert Heilbroner, *An Inquiry into the Human Prospect*
- Roderick Nash, *From These Beginnings, Volume 2*

HIST 378 / MGT 348  History of American Business

Focus: E  Kraft, James

Content:
This course traces the evolution of American business from colonial times to the present. It often focuses on the lives of famous entrepreneurs like Robert Fulton and Henry Ford, and on the rise of large corporations like Standard Oil and General Motors. At the same time, however, it shows that many obscure people and small firms have contributed to American business development. From a broader perspective, the course explores the relationship between business, technology, politics, culture, and economic thought.

Requirements:
To be announced.
HIST 396B  Introduction to History: Historiography

**Focus:** WI  Lauzon, Matthew

**Content:**

HIST 396B is an introduction to the study of history as historiography (the history of historical writing), historical theories (philosophy of history), and practical methods (how recent historians approach their subject). It is designed to introduce students to a wide variety of both ideas about history and historians’ approaches. It will also give students practice in the analysis of historical sources and researching and writing historical papers. There will be a combination of lecturing by the instructor and class discussion and independent work by each student.

**Requirements:**

To be announced.

**Required Texts:**

- Brundage, *Going to the Sources: A Guide to Historical Research and Writing*
- Dening, *The Death of William Gooch: A History’s Anthropology*
- Arnold, *History: A Very Short Introduction*

---

HIST 396B  Introduction to History: Historiography

**Focus:** WI  McNally, Mark

**Content:**

This class focuses on some of the major interpretive theories and methodologies currently in use in the discipline of history in the United States. While the scope of the course is relatively broad, the number of historical approaches is too vast to be adequately covered by it. The course will emphasize recent trends developed by European and American scholars since the 1950s. Because of the advent of interdisciplinary scholarship in the United States, most of the readings for the course do not come solely from the field of history itself. In addition to history, the readings in this course come from literary theory, cultural studies, and philosophy. While some of these theoretical approaches may seem controversial, the purpose of the course is to study and analyze them (not necessarily to agree with them). Critical responses to the approaches in this course are encouraged, but only after some degree of understanding them.

**Requirements:**
Four 4-page papers and a take home final exam.

**Required Texts:**
- To be announced.

---

**HIST 420**  
**The People's Republic of China**  
*Focus: WI, O  Brown, Shana*  

**Content:**
This course focuses on the history of mainland China from the founding of the People's Republic in 1949 to the present. In addition to covering the political chronology, we consider major episodes like the Korean War, the Hundred Flowers Campaign and Great Leap Forward, the Cultural Revolution, and the reform era. We also consider topics related to the experience of everyday life in the PRC in both cities and the countryside; the role of the military and recent legal reforms; education and the arts; the environment; and ethnic minorities. These topics form the basis of oral and written exercises in order to improve both kinds of communication skills.

**Requirements:**
This class has two hallmarks, oral presentations and writing intensive. Students will be assigned topics and will present in-class presentations as well as written summaries. There will be two shorter presentations and a longer presentation drawn from original research. All topics will be chosen from lists suggested by the instructor.

**Required Texts:**
- Cheek, *Living with Reform*
- Li, *Shanghai Homes: Palimpsests of Private Life*
- Schneider, *The Ugly Wife is a Treasure at Home*

---

**HIST 421**  
**China in World History**  
*Focus: WI  Wang, Wensheng*  

**Content:**
This upper-division course surveys China’s three-millennium history (from the Xia dynasty to the present) by placing it in wider regional and global contexts. It is organized thematically around China’s intensive interaction with the outside world, including the Silk Road, the spread of Confucianism and Buddhism, Mongol expansions, foreign trade (silver and tea), tributary system and diplomacy, and environmental change. The overarching goal is to examine China’s changing position, significance, and function in the evolution of world history as a way to provide a better understanding of its past and present.

**Requirements:**
To be announced.

**Required Texts:**
- Ropp, *China in World History*

---

**HIST 424**  
**Twentieth-Century Japan**

**Totani, Yuma**

**Content:**
This course explores the rise and fall of Japan as a world power since around the time of the Russo-Japanese War (1904-1905) to the present. No prior knowledge of the Japanese language, history, or culture is required. However, students will undertake intensive reading and writing assignments as well as participate in class discussions on a regular basis.

**Requirements:**
- Participation in class discussions
- Completion of assigned readings
- Two exams
- One essay (1,500-1,800 words)

**Required Texts:**
- Course Packet (to be posted on Laulima)

---

**HIST 434**  
**History of Christianity to 1500**

**Focus: E**  
**Jolly, Karen**

**Content:**
The focus of this course is the historical development of western European Christianity within the context of world history. The course follows a chronological study of the religion from its beginnings to 1500, with an emphasis on the analysis and interpretation of primary sources (documents and artifacts). The course fulfills the History major world/comparative category and also the General Education Ethics Focus requirement.

Throughout the semester, we will explore issues of religion and history that have contemporary resonances using a book of essays (*Why the Middle Ages Matter*), as well as the current pope’s recent encyclical on the environment, *Laudato Si’*. Primary source selections designed to engage us with different points of view for discussion are in the *Tradition and Diversity* readings book. We will be using an interactive classroom format, so students should be prepared to do group work in every class session.
Requirements:
Grading is based on five thought papers and class participation.

Required Texts:
- Jolly, ed., *Tradition and Diversity: Christianity in a World Context to 1500*
- Chazelle, et. al., eds. *Why the Middle Ages Matter: Medieval Light on Modern Injustice*
- Pope Francis, *Laudato Si’* encyclical on the environment
  http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

RECOMMENDED:
- Rosenwein, *A Short History of the Middle Ages*, 4th ed.
- *Internet Medieval Sourcebook* (http://www.fordham.edu/halsall/sbook.asp)

---

**HIST 445**  
**French Revolution & Napoleon**

*Focus: WI*

*Content:*
A study of the causes of the Revolution, its course, and its effects on world history. The scope will be as comprehensive as possible, covering ideas, political culture, social conflict, cultural developments, warfare, economics, nationalism and gender relations. While the focus will be on the crucial years 1771-1794, the course will also cover Napoleon’s seizure and consolidation of power from 1799 to 1804 and examine the Revolution’s legacy.

*Requirements:*
To be announced.

*Required Texts:*
- Neely, *A Concise History of the French Revolution*
- Blaufarb, *Napoleon: Symbol for an Age*

---

**HIST 453**  
**Colonial Medicine**

*Romaniello, Matthew*

*Content:*
History 453 is a course designed to introduce students to the skill and methods of conducting historical research and writing. Our subject matter will be the early-modern history of medicine, and its intersection with European expansion and colonial encounters. We will spend considerable time considering the intersection food, climate,
and the body, as well as the role of new drugs and illnesses on colonial agents. We will read and discuss a variety of sources, including pamphlets, memoirs, and broadsheets, as we consider different historical methodologies. In the process of working on these topics, students will develop useful inquiry tools that will assist them in future coursework, inside or outside of the historical discipline.

Requirements:
Take-home midterm and final exam; a short research paper

Required Texts:
- Rebecca Earle, *The Body of the Conquistador: Food, Race, and the Colonial Experience in Spanish America, 1492-1790*
- Pratik Chakrabarti, *Medicine and Empire, 1600-1960*

*ADDITIONAL ARTICLES AND PRIMARY SOURCES WILL BE MADE AVAILABLE ON LAULIMA.*

---

**HIST 468**

**Viva Las Vegas!**
Henriksen, Margot

Content:
Viva Las Vegas! is an upper-division lecture course designed to familiarize students with American history in the twentieth and twenty-first centuries by tracing the transformations in Las Vegas over the last century. Major issues to be examined include: the politics of water and the building of Boulder (Hoover) Dam; Nevada’s legalization of gambling and easing of divorce laws; the militarization of Las Vegas during World War II and the Cold War, with particular attention to the atomic bomb tests that attracted tourists; the influence of organized crime and the rise of "The Strip"; an examination of gender, sexuality, and entertainment culture through studies of Frank Sinatra, Elvis Presley, and showgirls; the lure and failure of the American Dream in Las Vegas; and the recent re-invention and reconstruction of Las Vegas, first through family values and the designing of “casinos royale” and then through an adult-oriented reinvigoration of sex and sin: “What happens in Vegas stays in Vegas.”

Requirements:
Students complete in-class quizzes on the visual materials (for attendance credit) and must take an in-class, comprehensive final examination. An option to write a midterm paper is also available.

Required Texts:
- Franz Albert, *Brothel: Mustang Ranch and Its Women*
- Denton and Morris, *The Money and the Power: The Making of Las Vegas and Its Hold on America*
- Fox, *In the Desert of Desire: Las Vegas and the Culture of Spectacle*
- Levy, *Rat Pack Confidential*
- Thompson, *Fear and Loathing in Las Vegas: A Savage Journey to the Heart of the*
**American Dream**
- Venturi, Brown and Izenour, *Learning from Las Vegas*

---

**HIST 473 / AMST 432**  
**Slavery and Freedom**  
Colwill, Elizabeth

**Content:**
Please contact the American Studies Program (amstgrad@hawaii.edu).

---

**HIST 482**  
**Pacific Islands II: 20th/21st Centuries**  
*Focus: HAP*  
Chappell, David

**Content:**
This course will cover Oceania’s past during the colonial and “post-colonial” eras, with special emphasis on indigenous resistance to colonialism, the impact of two World Wars and the Cold War on decolonization, challenges of nation-building, and ongoing struggles for sovereignty and identity. The theme will be the quest for self-determination by modern Pacific Islanders within a context of increasing global interdependence. This course fulfills the HAP focus. (History 152 is a recommended prerequisite, but not required.)

**Requirements:**
- Two exams, two book reviews, oral participation and regular attendance.

**Required Texts:**
- Spitz, *Island of Shattered Dreams*
- Stella, *Gutsini Posa*

---

**HIST 496B**  
**Senior Tutorial: U.S.**  
*Focus: WI*  
Arista, Noelani

**Content:**
Analysis of sources and evaluation of methods of historical writing. Students undertake a major research and writing project in field of special interest.

**Requirements:**
- To be announced.

**Required Texts:**
- To be announced.
HIST 496E  Senior Tutorial in History – World/Comparative

Focus: WI  Totani, Yuma

Content:
This course is designed for students to produce an original research paper of 20-25 pages in length (approx. 5,000 words). The course takes up World War II as an overarching theme, and each student will pick a topic that explores an aspect of military, diplomatic, political, social, economic, or cultural history of the war. Alternatively, students may choose a topic that does not directly relate to WWII, but that still explores an aspect of the history of the modern world. History majors with area designations other than Comparative/World may take this course to fulfill the senior tutorial requirement in the United States, Europe, or Asia/Pacific. Non-history majors may also take this course to fulfill the WI requirement. (The instructor’s consent is required).

Requirements:
- Regular attendance in seminar-style discussions
- Completion of assigned readings
- Research paper (approx. 5,000 words)

Required Texts:
- Course Packet (to be posted on Laulima)
GRADUATE COURSES

HIST 610  
Topics in World History  
López Lázaro, Fabio

Content:

HISTORY 610 is a research seminar concentrating on the general historical question of global interconnectedness. The course is divided into two stages: 1) an initial theoretical and methodological discussion of world history trends in the past century; 2) a discussion of research in a specific focal theme within world history (the theme changes from semester to semester). The theme in Spring 2016 is *capitalism, globalization, and transnational historical research*. Members of the seminar read and discuss selected works as a group, then select and investigate cases pertinent to the seminar’s theme in research presentations and papers that draw inspiration from various historiographical perspectives.

Requirements:

- To be announced.

Required Texts:

- Berg, *Writing the History of the Global*
- Burton, *Archive Stories: Facts, Fiction, and the Writing of History*

HIST 611B  
Advanced Readings in European History: Ancient  
Schwartz, Saundra

Content:

Selected topics for advanced reading.

Requirements:

- To be announced.

Required Texts:

- To be announced.

HIST 618C  
Advanced Readings in Russian History: Modern  
Romaniello, Matthew

Content:

History 618C is a graduate reading seminar designed to introduce MA and PhD students to the historical literature concerning the Russian Empire and the Soviet Union. The topic this semester is the evolution of the empire and the state’s relationship with its imperial
subjects. We will begin with the earliest origins of the state, and then move forward to consider the role of the empire in the collapse of the tsardom and in World War I; the establishment of the Soviet system; and the Cold War at home and abroad. We will have an opportunity to consider the similarities and differences of the Russian Empire in its western and Ukrainian borderlands, in Siberia and the Pacific, as well as on the steppe and in Central Asia.

Requirements:
- To be announced.

Required Texts:
- Matthew Romaniello, *The Elusive Empire: Kazan and the Creation of Russia, 1552-1671* (2012)
- David Moon, *The Plough that Broke the Steppes: Agriculture and Environment on Russia’s Grasslands, 1700-1914* (2014)

---

**HIST 661B**  
Seminar in Chinese History: Early  
Davis, Ned  

Content:  
This seminar will explore the history of China from the end of the Han through the Ming dynasty, while focusing on several topics, including religious and intellectual change, the identity and political culture of the Chinese elite, and the relation between elite and
popular culture. Readings will include primary sources as well as recent secondary works. Requirements will include a final paper on a topic of the student's choosing (in consultation with the professor).

Requirements:

To be announced.

Required Texts:

- To be announced.

________________________

**HIST 675C**  
**Seminar in History of Micronesia**  
**Hanlon, David**

**Content:**

A seminar on the history and historiography of the Micronesian geographical area. Topics to be covered include the viability of the term "Micronesia," the nature and meaning of history in Micronesian societies, approaches to the study of Micronesian pasts, first contact, colonialism (especially the American period), local responses to colonialism, and contemporary issues facing Micronesians at home and abroad.

Requirements:

Weekly readings, weekly writings on those readings, active participation, and regular attendance.

Required Texts:

- Holly Barker, *Bravo for the Marshallese*
- Keith Camacho, *Cultures of Commemoration*
- Vicente Diaz, *Repositioning the Missionary*
- David Hanlon, *Making Micronesia*
- Francis X. Hezel S.J., *The First Taint of Civilization*
- Francis X. Hezel S.J., *Strangers in Their Own Land*
- Francis X. Hezel S.J., *Making Sense of Micronesia*
- Mac Marshall, *Namoluk: Beyond the Reef*
- Mark Peattie, *Nam’yo*
- Craig Santos Perez, *From Unincorporated Territory - Guma’*
- Katerina Teaiwa, *Consuming Ocean Island*
- Suzanne Falgout, et al., *Memories of War*
Purpose
This is a readings course which will acquaint you with a variety of approaches and frames to the study of Hawaiian history used by historians writing in the last several decades. The emphasis here will be to read interdisciplinarily. While focusing on Hawai‘i, students will be introduced to comparative frames that allow us to engage Hawai‘i in the Pacific, Hawai‘i in the world while considering other approaches, methods and comparative fields of study. Historiography, among other things is a history of how history has been written. You may choose to think of it as a form of intellectual genealogy, I like to conceptualize it as an ongoing conversation that is constantly being renewed.

Objectives

1. To introduce students to graduate study of the history of Hawai‘i from pre-contact through the 20th century.
2. To familiarize students with some of the ways that historians think, write, and frame history.
3. To introduce students to ways of reading Hawaiian historical texts.
4. To introduce some of the challenges of writing Hawaiian history, including disciplinary differences (History, Anthropology, Literature, Studies approaches) and differences in pedagogy, perspective, and training.
5. To convey the understanding that History is a discipline and that historiography is a conversation that occurs between historians and other scholars about large questions within a particular field or fields of study.

In our weekly discussions we will consider a wide range of historical problems (including discovery and empire, politics and state-building, religious movements, trade and economics, race and indigeneity the overthrow and imperialism) and historiographical approaches (social, cultural, economic, political, intellectual, religious, and international history). A central theme of the seminar will be the promises and pitfalls of disciplinary specialization and the possibilities for “synthesis” across subfields. This class is a serious undertaking. It is especially designed for graduate students interested in Hawaiian history. That said, the books and articles assigned will not be relegated to the study of Hawaiian history proper. Because the field of Hawaiian History is still in preliminary stages, it is necessary to draw on comparative (geographical) frames for methods, approaches, framings and ways of interpreting sources that may be exportable and applicable to helping us to think creatively about writing Hawaiian History.

Requirements:
To be announced.

Required Texts:
- Imada, Aloha America: Hula Circuits through the U.S. Empire
• Ballantyne, *Entanglements of Empire: Missionaries, Māori and the Question of the Body*
• Aikau, *A Chosen People, A Promised Land: Mormonism and Race in Hawai‘i*
• Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*
• Rewi, *Whaikōrero: The World of Māori Oratory*
• Inglis, *Ma‘i Lepera: Disease and Displacement in 19th Century Hawai‘i*
• Beamer, *No Makou ka Mana: Liberating the Nation*
• Kirch, *A Shark Going Inland is My Chief: The Island Civilization of Ancient Hawai‘i*
• Walker, *Waves of Resistance: Surfing and History in 20th Century Hawai‘i*
• Paterson, *Colonial Discourses: Niupepa Māori 1855-1863*
• Nogelmeier, *Mai Pa‘a I ka Leo: Historical Voices in Hawaiian Primary Materials*