

**DEPARTMENT OF HISTORY  
COLLEGE OF ARTS AND HUMANITIES  
UNIVERSITY OF HAWAI‘I AT MĀNOA**

*Course Descriptions  
Spring Semester 2017*

**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

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## **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*

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## **HIST 151**                      **World History to 1500**

*Foundations: FGA*                      Nakamura, Kelli

### Content:

Historical narratives and global perspectives on human societies and cross-cultural interactions from prehistory to 1500; includes ways to think about the past and ways to use primary sources.

### Requirements:

To be announced.

### Required Texts:

- Bentley & Ziegler, *Traditions and Encounters: A Brief Global History, Vol. 1*
- N.K. Sandars, Translator, *Gilgamesh*

- Jicai Feng, *3-Inch Golden Lotus*
- R.K. Narayan, *Ramayana*
- Robert van Gulik, *Celebrated Cases of Judge Dee*
- Additional readings provided by the instructor

**HIST 152**

**World History Since 1500**

*Foundations: FGB*

Hanlon, David

Content:

This course analyzes the encounters between human societies in various parts of the world, including Africa, the Americas, Asia, Europe, and Oceania from 1500 C. E. (Common Era) to the present. Lectures and textbook readings focus on (1) changing political and economic relationships and their social consequences, (2) the imposition of colonial regimes and systems of dominance, (3) the varying responses to these imperial and colonial forms of intrusions, (4) the massive and complex process of decolonization in the twentieth century, and (5) some of the more critical global dilemmas facing humankind in contemporary times. These histories of engagement will be examined against the enduring influence of various cultural traditions in the areas under study.

We will also give attention to the variety of approaches for studying the past. Indeed, there exists no single way to study the past; rather, there are many ways that range from emphases on political, economic, intellectual, literary, and religious themes to a focus on social, cross-cultural, gender, and transnational relations. We will sample liberally from these multiple approaches. The ultimate goal of this course is the development of a keen understanding of the diversity of human experiences, and the many and different ways in which these experiences can be presented and interpreted.

Requirements:

Two mid-term examinations, one final examination, and four lab quizzes.

Required Texts:

- John Allyn; *The 47 Ronin Story*
- Jerry Bentley and Herbert Ziegler; *Traditions and Encounters: A Brief Global History, Vol. 2, 1500 to Present*
- Chinua Achebe; *Things Fall Apart*
- Mary Prince; *The History of Mary Prince*
- Art Spiegelman; *Maus I: My Father Bleeds History*

**HIST 152**

**World History since 1500**

*Foundations: FGB*

Hoffenberg, Peter

Content:

History 152 introduces modern global, or world history by focusing on the origins, experiences, attitudes towards and consequences of both war and peace, since around 1500, or so. We begin by considering the rise of gunpowder and empires during the fifteenth century and end with coming to terms with the memories of war during our own historical period. In between, students are encouraged to engage in a variety of historical questions, including, but not limited to: relations between war and society at large, why wars start and how they end, the ways in which warfare and peace shaped relations between East and West, and the rise of geo-political regions, how war and revolution were interconnected, and others. The main goal is to see how war and peace were part of world history and how they were connected to other important topics, such as politics, daily life, economics, ideas and the creation of what we call “the modern world.” That means that we also need to spend time defining and discussing what we mean by “war” and “peace,” and how those definitions are often a result of historical context and memory.

Requirements:

Weekly readings and discussions, brief 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*
- Leon-Portilla, *Broken Spears*
- McPherson, *What They Fought For?*
- Ninh, *Sorrow of War*
- PRIMARY SOURCES UPLOADED TO LAULIMA

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**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*
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## **HIST 296**

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

*Focus: WI*

Buchanan, Shirley

### 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*
- Campbell, *Halfbreed*
- Gaul, ed., *To Marry an Indian: The Marriage of Harriett Gold and Elias Boudinot in Letters, 1823-1839*
- Kame‘eleihiwa, *Nā Wahine Kapu*
- Erdrich, *Love Medicine: Newly Revised Edition (P.S.)*

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**HIST 296****Topics in History: Civil Rights Movement**

Daniel, Marcus

Content:

This course is an introduction to the history of the civil rights movement. It takes as its starting point not the Brown v Board of Education decision in 1954 but black participation and politics during and after World War One, and the rise of the so-called New Negro and Garveyite movements of the 1920's; tracing the growth of civil rights activism through the 1930's and World War 2, to the development of a mass movement for civil rights and black power in the 1950's and 1960's. We'll also explore the conservative backlash to civil rights after 1968, the significance of Obama's election in 2008, and current controversies about mass incarceration and the Black Lives Matter movement. Focused on primary documents and class discussion, the course is designed to get students thinking about the meaning of the civil rights movement, the connections between African American and American history, and to introduce them to the rigorous and analytical study of history.

Requirements:

To be announced.

Required Texts:

- James Baldwin, *The Fire Next Time*
- Donna Murch, *Living For the City: Migration, Education, and the Rise of the Black Panther Party*
- Keeanga-Yamahatta Taylor, *From #Black Lives Matter to Black Liberation*

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**HIST 306****History of Modern Southeast Asia**

Kelley, Liam

Content:

This course is a survey of Southeast Asian history from the eighteenth century to the present. It covers the histories of the places that we now refer to as Myanmar, Thailand, Laos, Cambodia, Vietnam, Indonesia, Malaysia, Singapore and the Philippines.

Requirements:

Mid-term and final exams, 2 papers and some short assignments.

Required Texts:

- Owen ed., *The Emergence of Modern Southeast Asia*
- Toer, *This Earth of Mankind*
- Manica, *The Rice Mother*

**HIST 311****History of China**

Davis, Edward

Content:

History 311 will introduce the student to the history of China from the Neolithic through the middle of the Ming Dynasty (c. 1600). The lectures will focus on institutional, cultural, and social history. Requirements for the course include a take-home mid-term, a final, and perhaps several one-page papers. Class time, although predominantly lecture, will be devoted on occasion to discussion of the readings. Attendance and participation are therefore encouraged and will be taken into account in assigning a final grade. The week's reading assignments should be completed by each Friday.

The readings, lectures, discussions, and exams are all designed to teach the student how to understand pre-modern Chinese texts, identify their cultural assumptions, and use them to reconstruct interpretative narratives of Chinese history. History, while ostensibly about "what happened", always involves an interpretive transaction between you and another (person, culture, text) and a narrative transaction between the present (your time) and the past (another's time.)

Requirements:

To be announced.

Required Texts:

- To be announced.

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**HIST 322****History of Japan (from 1700)**

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**

Kameda-Madar, Kazuko

Content:

This course focuses on various aspects of the formal preparation of tea, or chanoyu. We will explore the visual and material culture of tea, its history, the ritualized act of preparing it, and the usage of tea in Buddhist contexts. We will also examine how tea is related to contemporary notions of hospitality and manners in everyday Japanese life, as well as to aesthetic sensibilities. When possible, visits to tea-related sites will be incorporated into the class schedule.

Requirements:

To be announced.

Required Texts:

- Paul Varley and Kumakura Isao, eds. *Tea in Japan: Essays on the History of Chanoyu* (Honolulu: University of Hawai'i, 1989)
- Okakura Kakuzo. *The Book of Tea* (New York: Kodansha International, 1991)
- Additional readings for the course will be made available by the instructor as handouts or online. A list of bibliography will be distributed in the first class meeting.

**HIST 334                            Ancient Rome: The Empire**

*Focus: WI*                            Schwartz, Sandra

Content:

This course will focus on the period of Roman history from the rise of Augustus, the first Emperor of Rome, until the fourth century C.E., when Christianity became the state religion of the Empire. During this period, the lands of Europe and the Mediterranean basin enjoyed an unprecedented level of integration. We will use a variety of primary source readings in order to understand how the Romans accomplished this feat, and how the peoples who came under the imperial rule of Rome responded. Special attention will be given to the development of the legal, political, military, and administrative structures that sustained and were ultimately transformed by the needs of Rome's world empire.

Requirements:

Four short (3 pg.) papers, term paper (10 pg.), brief oral presentation.

Required Texts:

- Lewis and Reinhold, *Roman Civilization, Vol II. The Empire*
- Mellor, *Augustus and the Creation of the Roman Empire*
- Tacitus, *The Annals*
- Apuleius, *The Golden Ass*
- Marcus Aurelius, *Meditations*

- Ward, Heichelheim and Yeo, *History of the Roman People* [Optional]
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### **HIST 343**

### **Reacting to the Past: The Classics and America's Founding**

*Focus: WI, O*

Schwartz, Sandra

#### Content:

The men who founded the United States of America were deeply imbued in the ideas, stories, and tragedies of the ancient Greco-Roman past. Several major figures of this period published under the names of great heroes of the Roman past. European political theorists of the Enlightenment similarly imagined that they were reviving democratic and republican ideals and virtues in preparation for toppling absolutist regimes and the power of the Church.

This course examines how the Athenians and the Romans fought against the dangers of one-man rule—and also succumbed to tyrants. Ancient stories of greatness and patriotism were intertwined with stories of recklessness and anomie. We shall read excerpts of works written by supporters and detractors of democracy, as well as speeches extolling the virtues of duty, courage, and honor. These texts will provide the context for the way the authors of the Constitution framed their arguments for the kind of mixed political system that Aristotle believed to be the most practical form of government.

In order to engage with the rich body of historical material for these periods, we will play three historical simulation games from “Reacting to the Past” (<http://reacting.barnard.edu>). Everyone will be given a specific role. You will work individually and in teams to research the historical contexts and major issues of the periods. Your writing assignments will be the basis of speeches you will present during the games and are designed to help you develop your writing, speaking, and critical thinking skills.

#### Requirements:

Five (4 pg.) papers, five speeches.

#### Required Texts:

- Ober, Norman, and Carnes, *The Threshold of Democracy: Athens in 403 B.C.*
  - Cicero, *The Republic and the Laws*
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### **HIST 348**

### **Modern Britain, 1688-1945**

Hoffenberg, Peter

#### Content:

History 348 traces the social, political, cultural and economic development of “Modern Britain” between the Glorious Revolution of 1688 and the end of the Second World War

in 1945. We will use a variety of historical sources to better understand the birth, dynamics and anxieties of the first “modern” society and the various complementary changes in national identity, or “Englishness.” Those source include novels, poems, speeches, statutes and government reports.

We begin with the seventeenth-century’s ‘days of shaking’ and end with ‘the brave new world’ the British faced at home and overseas with the formal ending of World War II. Among the specific topics to be discussed are the seventeenth-century inheritance of revolution, civil war and regicide, shaping the Glorious Revolution in 1688 and subsequent growth of political stability around 1700, or so; the rise of the gentry as a ruling class; the growth and control of party politics; the roles of religion and the Church of England; Britain’s relations with France, India and the American Colonies during the eighteenth century; the Great Transformation of the agricultural and industrial revolutions; key developments in thought, art, and literature; England’s “damnable” relationships with Scotland and Ireland; 19<sup>th</sup>-century economic and political “Reform;” trade unionism and popular Radicalism; the rise and decline of Liberalism; the problems and promises of Victorian and Edwardian cities; “the strange death of Liberal England” during the first years of the twentieth century; the ‘New’ Imperialism around 1900, or so, and the experiences and meanings of the two World Wars and “the long weekend” in between those conflicts.

Britain was and is not an Island unto itself, so our course will also try and place modern British History in three wider geo-political contexts: Britain’s relationship with its vast empire, which included North America, India, Southern Africa, Australia, New Zealand and Jamaica; with the European Continent, particularly France and Germany; and with the United States, “the special relationship.”

Requirements:

Thematic essays, quizzes, and a take-home final examination.

Required Texts:

- Willcox and Arnstein, *The Age of Aristocracy, 1688 to 1830*
- Arnstein, *Britain Yesterday and Today, 1830 to the Present*
- Defoe, *Moll Flanders*
- Gaskell, *North and South*
- Roberts, *The Classic Slum*
- Litzenberger and Lyon, eds., *The Human Tradition in Modern Britain*
- Additional required readings will be uploaded to our Laulima site.

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**HIST 350**

**Iberia in Asia and the Pacific**

Lanzona, Vina

Content:

Agents of the Iberian empires—Spain and Portugal—appeared on the shores of Asia and

the Pacific from as early as 1511, when the Portuguese captured Melaka, an event which marked the beginning of the colonial era in Asia. From Melaka, the Portuguese reached the Moluccas (Maluku) or Spice Islands in 1512, establishing a short-lived monopoly of the spice trade, and then extending their control to Goa (in India) and Macau (in China), and establishing their presence in East Timor and eastern Flores, part of present day Indonesia.

Following their successful conquests of the Americas, the Spanish also vied for control of the lucrative Eastern spice trade by financing Ferdinand Magellan, who sought to find the fastest route to the East from Europe in 1521. Magellan navigated from Europe, around South America, through the Marianas (present-day Guam) in the Pacific, and landed in a group of islands that subsequent Spanish explorers called *Las Islas Filipinas*, claiming them for the Spanish Crown. In 1565, Miguel Lopez de Legazpi led an expedition back to the Philippines establishing a capital at Manila, and launching a sustained effort to colonize the archipelago. Spanish colonizers subsequently landed in the Pitcairn Islands, the Marquesas, Tuvalu, Vanuatu, the Solomon Islands and New Guinea, which were all claimed for the Spanish Crown but not effectively settled.

Between the 16<sup>th</sup> to the 19<sup>th</sup> centuries, the Iberian empires of Spain and Portugal intensified their colonizing efforts in Asia and the Pacific. Building on their experiences in the Americas, they undertook a distinct program of colonization shaped by geography, regional networks, religious practices, and the leadership and nature of indigenous societies in Asia and the Pacific. Both empires confronted local indigenous religions and Islam, and spent a lot of effort on converting indigenous people to Christianity, fighting to protect their trade routes and ports from both Islamic and European competitors, and transforming indigenous practices through a process of *Hispanization*. All these attempts, and their interactions with Asian and Pacific societies, shaped the very nature of their Iberian societies, especially with regards to law, economics, politics and culture.

This course will focus on how the lives of Spanish and Portuguese colonizers entwined with the lives of indigenous peoples in Asia and the Pacific. It seeks to explore the history of the Iberian presence in the region, and through themes such as religion, trade, language, class and notions of power, ethnicity, and identity, the course will examine the transformation in political, economic and cultural life experienced by indigenous Asian and Pacific societies through their interactions with the agents of the Iberian empires.

Requirements:

To be announced.

Required Texts:

- Kamen, *Empire: How Spain Became a World Power, 1492-1763*
- Buschmann, Slack, Tueller, and Yang, *Navigating the Spanish Lake: The Pacific in the Iberian World, 1521-1898* [Optional]

**HIST 372****United States Foreign Relations from 1898**

Reiss, Suzanna

CONTENT:

The United States' presence in the world changed dramatically in the twentieth century. From the last decade of the 19<sup>th</sup> century to the present, the United States extended its political, cultural, and economic influence around the globe transforming both the world and the nature of American society in the process. The study of foreign relations is also the study of the ongoing formation and transformation of a U.S. national identity. This is an upper division survey course that focuses on specific case studies to illuminate broader patterns and events. Questions of historical interpretation, the meanings and lessons people draw from the past, will be central to our approach. The primary goals of this course are to examine how major domestic events were interwoven with political movements, cultural transformations, and economic circuits firmly rooted in the international sphere and to have students leave with a better understanding of the importance of historical context to contemporary events and ideas.

REQUIREMENTS:

To be announced in class.

REQUIRED TEXTS:

- Walter LaFeber, *The American Age: U.S. Foreign Policy at Home and Abroad* (Vol. 2)

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**HIST 374/AMST 344      American Thought & Culture: 20<sup>th</sup> C.***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*
  - 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*
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**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.

Required Texts:

- Buder, *Capitalizing on Change: A Social History of American Business*
  - Vonnegut, *Player Piano*
  - Blaszczyk & Scranton, *Major Problems in American Business History*
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**HIST 386                          Caribbean History**

*Focus: WI*

Njoroge, Njoroge

Content:

This course surveys the history of the Caribbean region from 1500 to the present. Since Columbus' "discovery" in 1492 the Caribbean has been at the center of the making of the modern world. For over 500 years, this region has been the site of encounters, conflicts and clashes among Native Americans, Europeans, Africans, and Asians. As the modern world system began to emerge in the 17th century the Caribbean became the site of intensive imperial rivalry among the major European powers for the most valuable colonies in the Atlantic world. Within this framework we will examine aspects of the social history and economic development of the region, paying close attention to land and

labor systems, gender relations, race and ethnicity, community and class formation, and state formation and nationalism. The goal of this class is to examine the emergence of the modern multi-ethnic Caribbean against the backdrop of this complicated colonial history. Although we will consider the region as a whole, our focus will be on Cuba, Haiti, and Jamaica.

Requirements:

To be announced.

Required Texts:

- Tony Martin, *Caribbean History*
  - Laurent Dubois and John Garrigus, *Slave Revolution in the Caribbean, 1789-1804*
  - Jamaica Kincaid, *A Small Place*
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**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*
  - Howell & Prevenier, *From Reliable Sources: An Introduction to Historical Methods*
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**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.

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**HIST 402**

**Researching World War II in Southeast Asia**

*Focus: WI*

Kelley, Liam

Content:

This course will introduce students to the practice of conducting archival research. Thanks to the digitization of archival materials in various institutions around the world, historians can now engage in a good deal of archival research via the Internet. At the same time, there are various digital tools that have been developed that enable people to engage in research and to present their findings in new ways. In this course, students will learn how to engage in archival research via the Internet, and they will also learn how to use some digital tools for engaging in research and presenting their findings. All of this will be done by focusing on the topic of World War II in Southeast Asia. Many of the materials that we will use were written by Europeans/Americans, as most of Southeast Asia was under colonial rule when the war began, however we will endeavor as much as possible to try to gain an understanding of what the war was like for the indigenous peoples of Southeast Asia.

Requirements:

To be announced in class.

Required Texts:

- Readings will be available electronically.

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**HIST 409**

**History of Islamic Southeast Asia**

*Focus: E, WI*

Andaya, Leonard

Content:

History of the coming of Islam to Southeast Asia, the spread of its ideas, and its role in the lives of Muslim communities living in the region.

Requirements:

To be announced.

Required Texts:

- Rahman, *Islam. Second Edition.*
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**HIST 411**

**Local History of Late Imperial China**

*Focus: WI*

Wang, Wensheng

Content:

Ch'ing government and Chinese society from local and regional perspectives; modes of control and disorder during the 19th century. Course will be conducted entirely in Chinese, in conjunction with the Chinese Language Flagship Program.

Requirements:

To be announced.

Required Texts:

- To be announced.
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**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:

- Meisner, *Mao's China and After: A History of the People's Republic*
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**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*
  - Wang, *White Lotus Rebels and South China Pirates*
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**HIST 424****Twentieth-Century Japan***Focus: WI*

Patterson, Patrick

Content:

Problems of Japan's political, economic, and social development since the institutional consolidation of the Meiji state (c. 1890).

Requirements:

- To be announced.

Required Texts:

- Carol Gluck, *Showa: The Japan of Hirohito*
  - Samuel Hideo Yamashita, *Leaves From an Autumn of Emergencies*
  - Yasunari Kawabata, *Snow Country*
  - Haruki Murakami, *A Wild Sheep Chase*
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**HIST 434****History of Christianity to 1500***Focus: E*

Jolly, Karen

Content:

History 434 traces the historical development of western European Christianity within the context of world history from its beginnings to 1500, with an emphasis on the analysis

and interpretation of primary sources (documents and artifacts). History majors can count this course in either the world/comparative or Europe category.

This course has a Contemporary Ethical Issues (E) Focus designation. Ethics in historiography (the philosophy of history) involves both a respect for the past and an awareness of our present circumstances and modes of discourse. When treating a complex historical phenomenon such as religion, a number of ethical issues arise that have contemporary parallels or connections to current debates.

Throughout the semester, we will explore contemporary issues of religion and society through a discussion of the writings of Pope Francis and responses to them. 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 have finished the assigned reading and be prepared to do group work in every class session.

Requirements:

Grading is based on five thought papers increasing in complexity and value over the semester (75%) and participation in class discussion and writing exercises (25%).

Required Texts:

- Dale T. Irvin and Scott W. Sunquist, *History of the World Christian Movement, Vol. 1: Earliest Christianity to 1453* (Maryknoll, NY: Orbis, 2001).
- Karen Louise Jolly, ed., *Tradition and Diversity: Christianity in a World Context to 1500* (Armonk, NY: M. E. Sharpe, 1997).
- Pope Francis, writings <http://w2.vatican.va/content/francesco/en.html>

RECOMMENDED:

- Barbara Rosenwein, *A Short History of the Middle Ages*, 4th ed. (Toronto: University of Toronto Press, 2014).

**HIST 445**

**French Revolution and Napoleon**

*Focus: WI*

Lauzon, Matthew

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:

Five short essays, chat rooms, quizzes, and peer-to-peer assignments.

Required Texts:

- Sylvia Neely, *Concise History of the French Revolution* (Rowman & Littlefield)
  - Rafe Blaufarb, *Napoleon: Symbol for an Age* (Bedford/St. Martin's)
  - All other readings provided.
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**HIST 451D**

**History & Literature: Asia/Pacific – Socialism as World History**

*Focus: WI, E*

Brown, Shana

Content:

Socialism is a global movement that has influenced virtually all modern societies. This class covers the development of socialist theory, the historical practice of socialist politics, and the experience of living in socialist societies worldwide from the late 18th century to the present.

Requirements:

This class has two hallmarks, writing intensive and ethical decision making. Students will be assigned writing topics for essays that will integrate ethical decision-making. We will also have regular in-class assignments that provide for individual and group explorations of ethics in historical research and analysis. Additional assignments will include journaling, short quizzes, and a final take-home, short-answer exam.

Required Texts:

This is a no-cost textbook course. You do not need to purchase reading materials. All readings will be available from UH Manoa Libraries, via Laulima, or from other no-cost sources.

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**HIST 452C**

**History and Film: Europe**

*Focus: WI*

Hoffenberg, Peter

Content:

“Like writing history with lightning.”

So said Woodrow Wilson after screening D. W. Griffith’s “Birth of a Nation” in the White House in 1915. What did President Wilson mean? Why does that phrase still resonate with us?

History 452C starts to answer those and complementary queries by introducing students to some of the major questions asked by historians of Modern Europe and to a handful of Europe’s film classics by some of its most significant directors, which are connected to those historical questions. In doing so, the course encourages students to consider by focusing on a handful of case studies the many relationships between History and Film, including, but not limited to, President Wilson’s understanding of that relationship.

Among those relationships are the history of film and filmmaking themselves, the interactions between those histories and the larger political, intellectual, cultural, and social questions shaping Modern Europe and Modern Europeans, and the various ways in which film contributes to our understanding of both the past and our relationships to the past. How and why did certain films and filmmakers—such as their stories, art and techniques—shape the medium of cinema and both reflect and shape wider aspects of Modern Europe, yesterday and today? How and why did those filmmakers choose specific historical topics to film and how did they or did they not contribute to the public understanding and discussion of such topics?

Requirements:

Readings, essays, one research paper, and participation in online discussions. No midterm or final examinations.

Required Texts:

- Monaco, *How to Read a Film*
- Dickens, *Great Expectations*
- Corrigan, *A Short Guide to Writing about Film*
- Freud, *Civilization and Its Discontents*

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**HIST 453**

**Colonial Medicine**

*Focus: WI*

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:

To be announced.

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.

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**HIST 466****The United States, 1948 - Present**

Henriksen, Margot

Content:

This course focuses on American history since World War II, and it is organized around the concept of “American Crimes and Misdemeanors.” The themes of murder, passion, and terror inform the approaches to understanding the recent history of the United States; famous of infamous murder cases, crimes of passion, political scandals, and the terrors—and terrorism—of warfare to provide the means for investigating the often radical changes in gender and race, foreign relations, and political culture that evolved in the latter half of the twentieth century and in the early twenty-first century. Student are exposed to a general overview of the major social, cultural, political, economic, and technological influences that shaped America after World War II, from the impact of the atomic bomb and the Cold War, to the rebelliousness and violence of the 1960s, from the turmoil of Vietnam and Watergate to the Trauma of September 11<sup>th</sup> and the resulting “war on terror” in Afghanistan and Iraq. Readings and films that evoke conflicts between criminality and law enforcement are featured given their ability to highlight the sorts of cultural and political polarization that have gained prominence in this era. Along with films, select television shows, and historical texts, a variety of literary styles—including fiction, true crime, new journalism, autobiography, and political satire—are employed to demonstrate the pervasive and often subversive tension affecting life in modern American society.

Requirements:

Students are expected to complete extensive reading assignments, and to view and analyze several significant and relevant films and televisions shows (e.g., *Bonnie and Clyde*, *Fahrenheit 911*, and *Lost*). Short assignments on the readings and a comprehensive in-class final examination constitute the written requirements for the course.

Required Texts:

- Truman Capote; *In Cold Blood*
- John Gilmore; *Severed: The True Story of the Black Dahlia Murder*
- Malcolm X; *The Autobiography of Malcolm X*
- Lydia Millet; *George Bush, Dark Prince of Love: A Presidential Romance*
- James T. Patterson; *Restless Giants: The United States from Watergate to Bush vs. Gore*
- Rebecca Well; *Divine Secrets of the Ya-Ya Sisterhood*

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**HIST 476 / AMST 440****Race and Racism in America**

Focus: WI

Njoroge, Njoroge

Content:

This course examines the history and development of the idea of race and the continuing legacy and relevance of racial ideologies in contemporary society. W.E.B. DuBois famously suggested that “the problem of the 20th century is the problem of the color-

line.” This course will interrogate this idea critically and examine the role of race and racism in the history of the making of the modern world. Beginning with an examination of the early operations of racial “othering” and the development of the concept of “ethnicity” we will trace these socio-cultural practices to modern times through the development of capitalism, European expansion, the conquest of the Americas, the Atlantic slave trade and the rise of the nation-state. We will examine the reconfigurations of race and ethnic identity through the recent geopolitical and economic transformations associated with globalization and postcoloniality.

Requirements:

To be announced.

Required Texts:

- Cesaire, *Discourse on Colonialism*
- Lindqvist, *Exterminate All the Brutes*
- Traverso, *Origins of Nazi Violence*
- Wolfe, *Traces of History*

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**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*

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**HIST 484**

**The Hawaiian Kingdom 1819-1893**

Arista, Noelani

Content:

This course focuses on the nineteenth century Hawaiian Kingdom and seeks to acquaint

students with the methods and major substantive issues of Hawaiian history in the pre-contact, pre-Kingdom, Kingdom, Overthrow periods.

Classes focus on major events in Hawaiian history, and on the evolving (and often conflicting) ways historians have made sense of those events. Topics we will explore include Hawaiian conceptions and connections to 'āina, the impact of contact and cultural exchange between Hawaiians, transients, and settlers, indigenous modes of preserving and practicing history, missionization and education, disease and the decline of the population, and the role of American imperialism in the overthrow of the Hawaiian nation. Major themes of the course include transforming modes of Hawaiian governance and chiefly authority in the nineteenth-century.

A very important feature of this course is its emphasis on the proper use and understanding of key Hawaiian language terms and concepts as a first step towards considering the Hawaiian past. Much of the secondary historical literature written since the early twentieth-century to the present has not included the first hand words and writings of diverse peoples living in the nineteenth-century Hawaiian Kingdom, because much of what they wrote was preserved ma ka 'ōlelo Hawai'i: in the Hawaiian language.

Requirements:

Papers, class discussion and analysis of assigned readings, and attendance are required.

Required Texts:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
- Charles Hammatt, *Ships, Furs and Sandalwood*
- Francis Frazier, trans., *The true story of Kaluaikoolau by his wife Piilani*
- Marie Alohalani Brown, *Facing the Spears of Change: The Life and Legacy of John Papa 'Ūi*

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**HIST 485**

**History of 20<sup>th</sup> Century Hawai'i**

*Focus: HAP*

Rosa, John

Content:

Formation of an American Hawai'i with its unique local culture from 1898 to the present.

Requirements:

To be announced in class.

Required Texts:

- Tom Coffman, *Island Edge of America: A Political History of Hawai'i*
- James C. Mohr, *Plague and Fire: Battling Black Death and the 1900 Burning of Honolulu's Chinatown*
- Beth L. Bailey and David Farber, *The First Strange Place: Race and Sex in World War II Hawai'i*

- Isaiah Helekunihi Walker, *Waves of Resistance: Surfing and History in Twentieth-Century Hawai'i*
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**HIST 496B****Senior Tutorial in History – U.S.**

*Focus: WI*

Daniel, Marcus

Content:

Analysis of sources and evaluation of methods of historical writing. Research in U.S. history resulting in senior thesis of at least 25 pages based on primary and secondary sources.

Requirements:

To be announced.

Required Texts:

- To be announced.
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**HIST 496D****Senior Tutorial in History – Asia/Pacific**

*Focus: WI*

Andaya, Leonard

Content:

The aim of this course is to assist students in the preparation and writing of a senior thesis on a subject dealing with Asia and/or the Pacific. In the initial meetings there will be an emphasis on the mechanics of writing an extended work of history and a review of historiographical ideas, particularly those with direct relevance to Asian and Pacific history. The students will then suggest a topic of research for their senior thesis and defend their choice in a short presentation to the class for critique. Each student will then organize a seminar to present the findings of their final senior theses.

Requirements:

To be announced.

Required Texts:

- Marius, Richard, and Page, Melvin E.; *Short Guide to Writing about History, A, 9/E*

# GRADUATE COURSES

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## 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. Each year the course has a new focus. The topic in Spring 2017 is:

*Researching Transnational, International, and National Histories:  
Twenty-First Century Realities, Challenges, And Opportunities.*

Members of the seminar read and discuss selected works as a class. Students also craft a historical question in consultation with the professor that will lead to an investigation of specific evidence from primary and secondary sources pertinent to their topic and the seminar's theme. Each student's research findings will be work-shopped with the rest of the class, and culminate in a 15-20 page research essay drawing inspiration from various historiographical perspectives analyzed in course readings and discussions. This paper can potentially serve as an examination essay or a thesis/dissertation chapter, but you must confirm that this arrangement meets with the approval of your M.A. or Ph.D. Committee Chair.

#### Requirements:

- To be announced.

#### Core Readings:

- Benedict Anderson, *Imagined Communities (2006 revised edition or later!)*
  - Prasenjit Duara, *Rescuing History from the Nation: Questioning Narratives of Modern China*
  - O. Janz and D. Schönplflug, eds., *Gender History in a Transnational Perspective*
  - Martin Lewis and Kären Wigen, *The Myth of Continents: A Critique of Metageography*
  - A. Chandler and Bruce Mazlish, eds., *Leviathans: Multinational Corporations and the New Global History*
  - Matthias Middell and Lluís Roura i Aulinas, eds., *Transnational Challenges to National History Writing*
  - Glenda Sluga, *Internationalism in the Age of Nationalism*
  - Lynn Hunt, *Writing History in the Global Era*
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## HIST 615D

## Topics in European Colonialism: Early Modern

Romaniello, Matthew

### Content:

History 615D is a graduate reading seminar designed to introduce MA and PhD students to the historical literature concerning European exploration and empire-building primarily in the sixteenth through eighteenth centuries. As European colonial interests spanned the world, it will not be possible to be comprehensive, though students will be encouraged to pursue topics or regions of particular interest to them in greater detail. This semester we will explore the role of the role of medicine as an inspiration for colonial conquests and as a mechanism of control. This will allow us to investigate bioprospecting and ecological imperialism, the development of race theory, and the effects of colonial environments and diseases on the body of both the colonizer and the colonized.

### Requirements:

- Weekly readings; book reviews; a longer historiographical essay

### Required Texts:

- Rebecca Earle, *The Body of the Conquistador: Food, Race, and the Colonial Experience in Spanish America, 1492-1790* (2012)
  - Joyce E. Chaplin, *Technology, the Body, and Science on the Anglo-American Frontier, 1500-1676* (2001)
  - Rotem Kowner, *From White to Yellow: The Japanese in European Racial Thought, 1300-1735* (2014)
  - Paul Kelton, *Cherokee Medicine, Colonial Germs: An Indigenous Nation's Fight Against Smallpox, 1518-1824* (2015)
  - Londa Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World* (2007)
  - Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World* (2008)
  - Ryan Jones, *Empire of Extinction: Russians and the North Pacific's Strange Beasts of the Sea, 1741-1867* (2014)
  - Jennifer Newell, *Trading Nature: Tahitians, Europeans, and Ecological Exchange* (2010)
  - Andrew S. Curran, *The Anatomy of Blackness: Science and Slavery in an Age of Enlightenment* (2013)
  - Mark Harrison, *Climates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850* (1999)
  - Iris Bruijn, *Ship's Surgeons of the Dutch East India Company: Commerce and the Progress of Medicine in the Eighteenth Century* (2009)
  - Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (2014)
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Content:

This is a reading intensive survey of major historical monographs relating to United States foreign relations. We will consider the evolving parameters of “foreign relations” in history and historiography, different research and writing methodologies, and debates about national origins and historical synthesis. Themes will include the relationship between peoples, empires and nations; slavery, freedom, and the Atlantic World; labor, migrations, and global capital; and Cold War narratives of development and domesticity.

Requirements:

- To be announced.

Required Texts:

- Morgan, James G. *Into New Territory: American Historians and the Concept of US Imperialism*. Madison: University of Wisconsin Press, 2014.
- Vitalis, Robert. *White World Order, Black Power Politics: The Birth of American International Relations*. New York: Cornell University Press, 2015.
- Gould, Eliga H. *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire*. Cambridge: Harvard University Press, 2012.
- Nichols, David Andrew. *Engines of Diplomacy Indian Trading Factories and the Negotiation of American Empire*. Chapel Hill: University of North Carolina Press, 2016.
- Rosen, Deborah. *Border Law: The First Seminole War and American Nationhood*. Cambridge, MA: Harvard University Press, 2015.
- Jacoby, Karl. *Shadows at Dawn: A Borderlands Massacre and the Violence of History*. Penguin Press, 2009.
- Baptist, Edward E. *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books, 2014.
- Scott, Rebecca and Jean M. Hébrard. *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Harvard University Press, 2014.
- Ruskola, Teemu. *Legal Orientalism: China, the United States, and Modern Law*. Cambridge: Harvard University Press, 2013.
- Merleaux, April. *Sugar and Civilization: American Empire and the Cultural Politics of Sweetness*. Chapel Hill, University of North Carolina Press, 2016.
- Gabaccia, Donna R. *Foreign Relations: American Immigration in Global Perspective*. Princeton University Press, 2015.
- Molina, Natalia. *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Berkeley: University of California Press, 2014.
- Reinhardt, Bob H. *The End of a Global Pox America and the Eradication of Smallpox in the Cold War Era*. Chapel Hill: University of North Carolina Press, 2015.
- Paik, A. Naomi. *Rightlessness: Testimony and Redress in U.S. Prison Camps since World War II*. Chapel Hill: University of North Carolina Press, 2016.

Content:

This is a graduate level reading seminar in modern Southeast Asian history. In this seminar, we will look at seminal texts as well as new, groundbreaking work in Southeast Asian social, cultural and intellectual history. By focusing on writings that challenge the conventional boundaries of the historical discipline, this course interrogates issues such as culture and colonialism, nationalism and revolution, race, class, sexuality and gender as well as trace the postcolonial and intellectual movements in modern Southeast Asian studies.

Moreover, students in this course will have an opportunity to read and discuss primary sources and illustrative texts that shape our knowledge of modern Southeast Asia. Students will gain an understanding of the developments and uses of Modern Southeast Asia social, cultural and intellectual history through an understanding of both general and particular historical and historiographical trends, discussion of critical issues in intellectual production, and analysis of texts and books in shaping our understanding of modern Southeast Asia.

Requirements:

To be announced.

Sample Readings:

Sample texts that we will be reading in whole or in part for our seminar:

- Benedict Anderson, *A Life Beyond Boundaries: A Memoir*, Verso 2016.
- Eric Jones, *Wives, Slaves, and Concubines: A History of the Female Underclass in Dutch Asia*, Northern Illinois University Press, 2010.
- Penny Edwards, *Cambodge: The Cultivation of a Nation, 1860-1945 (Southeast Asia: Politics, Meaning and Memory)*, UHM Press, 2008.
- Christina Elizabeth Firpo, *Uprooted: Race, Children and Imperialism in French Indochina, 1890-1980*, UHM Press, 2016.
- Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines*, University of North Carolina Press, 2006.
- Maurizio Peleggi, *Lords of Things: The Fashioning of Siamese Monarchy's Modern Image*, University of Hawai'i Press, 2002.
- Chie Ikeya, *Refiguring Women, Colonialism, and Modernity in Burma*, UHM Press, 2011.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New Left Books, May 1991.
- Reynaldo Ileto, *Pasyon and Revolution: Popular Movements in the Philippines*, Ateneo de Manila University Press, 1998.
- Shawn McHale, *Print and Power: Buddhism, Confucianism and Communism in the Making of Modern Vietnam*, University of Hawai'i Press, 2004.
- Edward W. Said, *Orientalism*. Vintage Books, 1979.

- James Scott, *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press, 1990.
  - Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press, 2002.
  - Thongchai Winichakul, *Siam Mapped: A History of the Geo-Body of a Nation*. University of Hawai'i Press, 1994.
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## **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.
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## **HIST 675E**

### **20th (and 21st) Century Pacific Islands**

Chappell, David

#### Content:

This graduate seminar examines the struggles of Pacific Islanders for self-determination, mainly during the 20th and 21st century. Despite outsider colonization, they still asserted their wills and identities in various ways, from protest to appropriation. World War II opened an era of decolonization, but Cold War geopolitics and economic dependency have often hindered that process; fewer than half of Pacific Islands countries have fully separated politically from their colonizers. All of them face ongoing challenges to their sovereignty in a multi-polar, changing global arena.

#### Requirements:

Twelve weekly readings, ten written reviews on those readings, or else students may choose to write a 20-25 page research paper and do only half as many weekly readings (6) and written reviews (5). Active oral participation and regular, timely attendance are expected.

Required Texts:

- Thomas, *Colonialism's Culture: Anthropology, Travel, and Government*
  - Hanlon, *Remaking Micronesia: Discourses over Development in a Pacific Territory 1944-1982*
  - Waddell, *Jean-Marie Tjibaou, Kanak Witness to the World*
  - Lee, *Tongans Overseas*
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**HIST 677**

**Seminar in History of Hawai'i**

Rosa, John

Content:

Reading seminar with short papers required. Covers Kingdom of Hawai'i and 20th-century Hawai'i in alternate years.

Requirements:

To be announced.

Required Texts:

- Chang, David A., *The World and All the Things upon It: Native Hawaiian Geographies of Exploration*
  - Brown, Marie Alohalani, *Facing the Spears of Change: The Life and Legacy of John Papa ʻŪi*
  - MacLennan, Carol A., *Sovereign Sugar: Industry and Environment in Hawai'i*
  - White, Geoffrey M., *Memorializing Pearl Harbor: Unfinished Histories and the Work of Remembrance*
  - Kamins, Robert M. and Robert E. Potter, *Malamalama: A History of the University of Hawai'i*
  - Goodyear-Kaopua, Noelani, Ikaika Hussey, and Erin Kahunawaika'ala Wright, *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*
  - Nogelmeier, M. Puakea, *Mai Pa'a I Ka Leo: Historical Voice in Hawaiian Primary Materials, Looking Forward and Listening Back*
  - Mohr, James, *Plague and Fire: Battling Black Death and the 1900 Burning of Honolulu's Chinatown*
  - Bishop Museum, *Restoring Bishop Museum's Hawaiian Hall: Ho'i Hou Ka Wena I Kaiwi'ula*
  - Bailey, Beth L. and David Farber, *The First Strange Place: Race and Sex in World War II Hawai'i*
  - Kodama-Nishimoto, Michi; Warren S. Nishimoto; and Cynthia A. Oshiro, eds., *Talking Hawai'i's Story: Oral Histories of an Island People*
  - McGregor, Davianna, *Nā Kua 'Āina: Living Hawaiian Culture*
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**HIST 678**

**Hawaiian Historical Research**

Arista, Noelani

Content:

This course is designed to introduce you to the process of Hawaiian Historical research in libraries and archives. In this course we will identify, pursue, and engage in the process of Hawaiian historical research. Students will develop approaches and methods consonant with Hawaiian modes of understanding and interpreting the past as well as the contemporary practice of history as a scholarly discipline. Students in consultation with the professor will develop strategies for locating primary and secondary sources for their projects. Students will familiarize themselves with the steps of processing historical documents: transcribing, collation, translation, annotation, editing, and indexing materials.

Requirements:

To be announced.

Required Texts:

- To be announced.