Course Descriptions
Spring Semester 2018

Focus Designations
E = Contemporary Ethical Issues
O/OC = Oral Communication
WI = Writing Intensive
H/HAP = Hawaiian, Asian, Pacific Issues

Note: All information contained herein is subject to change without advance notice.
HIST 151  World History to 1500
Foundations: FGA  Chappell, David

Content:
This introductory survey traces the development of early human societies around the world, from ancient times to 1500 CE. The emphasis is on (a) distinctive histories and cultural traditions that have shaped major world regions, and on (b) increasing cross-cultural encounters that spread migrants, religions, technology, commerce, and epidemics among regions. [Note: the CRN for the course is your lab, a small weekly discussion class with a Teaching Assistant.]

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

Required Texts:
- 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  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 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:
- Other required readings provided free of cost via Laulima

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**HIST 231 European Civilization, 1500-1800**
Hoffenberg, Peter

Content:
History 231 introduces and charts the major developments in European politics, society and culture between the later Middle Ages and the Renaissance until the early years of the French Revolution after 1789. We move from the world of Machiavelli to the era of Napoleon, as we study both continuities and changes within and between eras, societies and polities during what is generally called ‘Early-Modern Europe.’

This course considers a variety of specific topics, including, but not limited to the changing definitions of “Europe” and “Europeans;” the political and religious world of the Middle Ages; the Italian Renaissance city-states and their art; major thinkers and developments during the Scientific Revolution; the ideas, politics, and warfare of both the Conquest of the Americas and the Protestant Reformation/Catholic Counter-Reformation during the sixteenth and seventeenth centuries; the rise and struggles of kingdoms, empires and states; the daily lives of common men and women, including their work and their culture; the early phases of the transition from feudalism to capitalism; the emergence of Eastern Europe, including Tsarist Russia; the European Enlightenment and Counter-Enlightenment of the eighteenth century; and the causes, outbreak and first decade of the French Revolution.

We will attempt to better understand those historical developments by turning to different types of primary sources and a brief historical game. There are no prerequisites for this course, other than a keen interest in European History and a willingness to engage the materials with wit, passion and reason.

Requirements:
Attendance, participation, essays, and discussion.

Required Texts:
- Michael Howard, *War in European History*
- Machiavelli, *The Prince*
HIST 241  
Civilizations of Asia  
Focus: WI  
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:  

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HIST 281  
Introduction to American History  
Rath, Richard  

Content:  
HIST 281 is a survey of American history from earliest times to 1865. The approach taken is cultural history from "the bottom up" so particular attention is paid to working people, women, Native Americans, and African Americans. Beginning with its colonial origins, we will explore the rise of the American nation through the twin engines of Indian removal and slave-grown cotton, the increasing democratization of the electorate, the revolutionary changes in communication, industry, and transportation, on through to dissolution in Civil War.  

Requirements:  
To be announced.  

Required Texts:  
- All reading material will be available online either through Amazon (there are Kindle apps available for all platforms, no Kindle required) or electronically from professor.
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 296  Topics in History: Civil Rights Movement
Daniel, Marcus

Content:
There has always been a civil rights movement, and in the age of BLM, Charlottsville, and Trump, it's clear it will be with us for some time to come. This course provides an introduction to the history of the Civil Rights Movement through three classic autobiographies: Malcolm X's Autobiography, Anne Moody’s Coming of Age in Mississippi and the Autobiography of Assata Shakur. Each of these texts provides a window into a particular time and place in the history of the civil rights struggle, capturing the complex connection between the personal lives and the politics of each author-activist. These three core readings will be supplemented with other important readings and media sources on the civil rights movement, past and present.

Requirements:
To be announced.

Required Texts:
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:
- Kipling, *Kim*
- Sidhwa, *Cracking India*
- Adiga, *The White Tiger: A Novel*
HIST 306  
History of Modern Southeast Asia  
Lanzona, Vina

Content:

Historians of the region “Southeast Asia” (which now comprises 11 nations) usually consider the eighteenth century as the beginning of the “modern period.” From this period, the different regions of Southeast Asia were linked by their common histories and shared experiences of social and economic imperialism, cultural transformation, nationalist struggles, wars, rebellions and revolutions, and postcolonial challenges. This course introduces students to the political, social and cultural history of the enormously diverse region of Southeast Asia from the eighteenth century to the present.

The course is organized around three broad chronological periods in the history of modern Southeast Asia: Early European Contacts, the Age of Colonialism and the Rise of the Nation-States. But within these contexts, we will explore several themes including social and economic colonial transformations; indigenous responses to colonial domination; race, class and gender; nationalism; rebellion and revolution and the nature of the postcolonial societies in Southeast Asia. Given the size and diversity of the region, the course will tend to concentrate on four Southeast Asian countries: Vietnam, Burma, Indonesia and the Philippines. Hopefully, students will gain a deeper understanding of an incredibly interesting and historically complex region of the world.

Requirements:

To be announced.

Required Texts:

- Norman G. Owen, ed., *The Emergence of Modern Southeast Asia*
- Pramoedya Ananta Toer, *This Earth of Mankind*
- Dang Thuy Tram, *Last Night I Dreamed of Peace (The Diary of Dang Thuy Tram)*
- Jessica, Hagedorn, *Dog eaters*

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.

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<th>HIST 323/ASAN 323</th>
<th>Way of Tea in Japanese History &amp; Culture</th>
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<td>Stalker, Nancy</td>
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Content:
The tea ceremony is considered by many to be a metaphor for Japanese culture, a composite practice that requires wide-ranging knowledge of Japanese arts, religion, and literature. Skilled hosts demonstrate understandings of ceramics, calligraphy, flower arrangement, architecture and gardens, among other areas. Furthermore, tea ceremony served as an important forum for political and economic elites to form social connections and gain cultural capital, especially from the premodern period through today. This course traces the history of chanoyu, the tea ceremony: from its origins in the civil wars of the fifteenth century; to its practice under the Tokugawa shogunate; to rebirth during Meiji Japan's era of modernization, when it continued to be practiced among wealthy men but also rapidly disseminated among women when added to girl's schools' curriculums; to the practice of tea in contemporary Japan today, including creative new interpretations. We will read both primary and secondary sources, supplemented with videos and films, to question how and why has chanoyu remained the primary practice for expressing Japanese cultural identity across these centuries, in spite of momentous changes in state formation, society, economy, and technology.

Requirements:
To be announced.

Required Texts:
- Pitelka, *Handmade Culture: Raku Potters, Patrons, and Tea Practitioners in Japan*
- Surak, *Making Tea, Making Japan: Cultural Nationalism in Practice*
- Kawabata, *Thousand Cranes*

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<th>HIST 328</th>
<th>History of Modern Korea</th>
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<td>Focus: ETH (Pending), OC Kim, Cheehyung Harrison</td>
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Content:
This course examines Korea from the 18th century to the present. We begin with the questions, what is modernity and what is the modern nation? And what is different about
the modern period? The starting point is when Korea encounters the West and begins the process of modernization. Included here is the period of modern colonization as part of the Japanese Empire, from 1876 to 1945. The questions about the contemporary era, from 1945 to today, are related to the national division, the Korean War, capitalist development, socialist development, democratization, globalization, popular culture, unification, and diaspora. North Korea is equally considered with South Korea. This course is not only about what happened in Korea but also about how Korea’s historical events are causally connected to world events, with the greater aim of universalizing the two Koreas’ historical questions.

Requirements:
Weekly response papers, midterm exam, presentations, final review paper.

Required Texts:
- All readings available as electronic files.

HIST 336 Medieval Europe 1050-1350
Focus: OC Jolly, Karen
Content & Requirements:
This course introduces students to the main trends in European cultures circa 1050-1350. We will read primary sources to study each century, guided by Dante and his Divine Comedy. For the oral communications focus, we will use role playing to develop historical empathy as a tool for understanding the primary source readings. These oral presentations constitute half the grade; the other half is based on two midterms and a final exam.

Required Texts:
- Barbara H. Rosenwein, *Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World*, 2nd ed. (University of Toronto Press, 2014).

HIST 346 Modern France
Focus: OC Matteson, Kieko
Content:
This course surveys the major cultural, political, social, and intellectual developments in France from the Revolution and Napoleon to the economic and identity crises of the present day. Once the pacesetter of Europe and the West, France today struggles with rising global and domestic challenges, including immigration and integration, labor unrest, and a faltering economy. Even so, the nation’s role as an influential arbiter of
ideas, culture, and popular movements persists. Through music, novels, films, political manifestos, memoirs, and other materials, we will explore critical elements in the emergence of a modern nation, from militarism, colonialism, and war to consumerism, urbanization, and religious, racial, and class conflict. All assigned materials are in English, but fluent readers of French will have the option of reading the originals.

Requirements:
Assignments emphasize written and oral analysis, plus a final exam.

Required Texts:
- Zola, *Au Bonheur des Dames* (The Ladies Delight)
- Corbin, *The Village of Cannibals: Rage and Murder in France, 1870*
- Némirovsky, *Suite Française*
- Charef, *Tea in the Harem*

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**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*

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**HIST 374/AMST 344**

**American Thought & Culture: 20th 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*
- Robert Heilbroner, *An Inquiry into the Human Prospect*
- Roderick Nash, *From These Beginnings, Volume 2*

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**HIST 379/AMST 365 American Empire**

Reiss, Suzanna

Content:

The United States since its earliest formation has been characterized by an ever-expanding sphere of influence. This influence has been exerted through both formal and informal mechanisms of economic, political and cultural control. This course explores the history of U.S. expansion by interrogating the changing meanings, contexts and consequences of American Empire. We will explore a number of critical themes including the way in which US capitalism provided both a material and ideological framework for expansion; the intersection of racial ideas with imperial ideologies; and the politics of consent and coercion within systems of imperial governance. Our goal is to examine the meaning of “imperialism” in the American context by looking at political debates, economic policies, racial ideologies and cultural understandings of the role of the U.S. nation-state in the world.

Requirements:

To be announced.

Required Texts:

- Karl Jacoby, *Shadows at Dawn: A Borderlands Massacre and the Violence of History*
- David A. Chang, *The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma, 1832-1929*
- Jason M. Colby, *The Business of Empire: United Fruit, Race, and US Expansion in Central America*
- Walter LaFeber, *Michael Jordan and the New Global Capitalism*

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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:**

- To be announced.

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**HIST 389**

**The Asia-Pacific War**

*Focus: WI*

Totani, Yuma

**Content:**

This course examines key events and strategic decisions by the Empire of Japan and its foes during World War II in Asia and the Pacific, and consider how presumptions, miscalculations, and misjudgments on the part of each party to the conflict impacted the course of war. Throughout the semester, students will explore different phases of war from multinational perspectives and especially from those of Japan and the United States. This will allow us to pose questions afresh about missed opportunities in diplomacy, successes and failures of military plans and operations, and alternative paths that the belligerent nations might have taken to avert catastrophic losses of human lives and war devastation. Much of the coursework will be devoted to comparing and contrasting the standard historical accounts of the war as provided by Japanese and American military historians, and analyze their narratives by juxtaposing them with a selection of primary sources. Some war films also will be screened in class for comparative purposes.
This course welcomes history majors with any areas of interest, and also non-history majors who desire to take this course in fulfillment of WI-Focus requirements.

Requirements:
- Original research paper (6,000-8,000 words in length).
- Regular participation in class discussions.

Required Texts:
- Saburo Ienaga, *The Pacific War: A Critical Perspective of Japan’s Role in World War II*
- Ronald Spector, *Eagle against the Sun: The American War with Japan*
- A selection of other readings (to be posted on Laulima)

HIST 396B  Historical Theories & Methods: 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:
- Course readings will be available through Laulima – no books for purchase.

HIST 396C  Historical Theories & Methods: Education
Focus: WI  Matteson, Kieko

Content:
This course introduces students to the methodologies and philosophies of historical scholarship, with a special emphasis on the skills and approaches necessary for History majors who are considering careers as teachers and current Secondary Education majors
with a Social Studies focus. Drawing on a range of recent and engaging historical scholarship, the course presents different forms of historical research and interpretation, particularly as they relate to education, state standards, pedagogic practice, and contemporary controversies.

Requirements:

To be announced.

Required Texts:

- Marc Bloch, *The Historians Craft*
- Steven Bednarski, *A Poisoned Past*
- Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*
- Steven Johnson, *The Ghost Map*
- André Resendez, *A Land So Strange*
- Wolfgang Schivelbusch, *Tastes of Paradise* PLUS additional chapters/articles as PDFs.

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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.
HIST 419  The Search for Modern China
Focus: WI  Wang, Wensheng
Content:
This writing-intensive course aims to help students understand the making of modern China by tracing a long series of crises, reforms, and revolutions since 1800. These critical events and processes provide a prism through which to view how China has developed from a collapsing dynastic empire to one of the world’s greatest powers. Students will examine how this dramatic transformation has shaped the lives of ordinary people as well as the ways they have understood their past. Students will also think about the enduring influence of Chinese tradition and its interplay with foreign impact which profoundly shape China’s quest for modernization.

Requirements:
To be announced.

Required Texts:
- Spence, The Search for Modern China
- Mitter, A Bitter Revolution
- Cheek, Mao Zedong and China’s Revolutions
- Chen, Cheng & Lestz, The Search for Modern China: A Documentary Collection

HIST 423  Okinawa
McNally, Mark
Content:
This course covers the major developments of Okinawan history from prehistoric to contemporary times. The focus is on the political, social, cultural, and religious aspects of change for the period. Since the course encompasses a long span of time, it will be useful to learn the following list of periods: 1) Prehistory, 2) Ancient Ryūkyū, 3) Early Modern Ryūkyū, and 4) Modern Ryūkyū/Okinawa.

Requirements:
To be announced.

Required Texts:
Readings will be drawn from the following texts:
- Islands of Discontent
- Okinawa: A History of an Island People
- The Okinawa Diaspora in Japan
- The Samurai Capture a King
- A Survey of the History and Culture of Okinawa
- Threshold of a Closed Empire
The Spanish Civil War (1936-1939) is considered the most significant, and the bloodiest, period in the modern history of Spain. The war was marked by a bitter struggle for power between Nationalists (led by General Franco)—composed of Roman Catholics, factions in the military, landowners and businessmen—and Republicans—composed mostly of urban workers, agricultural laborers, and many of the educated middle class. Set against the backdrop of the rise of fascism in Europe, the Nationalists were supported by the fascist governments of Germany and Italy, while the Republicans received help from France and the Soviet Union. Indeed, the political and emotional reverberations of the war transcended national boundaries, as the Spanish Civil War became during the late 1930s the site of genuinely international conflict between dictatorship and democracy. In Spain, the war resulted in about a million deaths and years of national evasion and denial which are only now coming to an end.

This course will explore the Spanish Civil War through the lives and works of artists and intellectuals who were caught up in or participated in the war and produced profound and dramatic works of art and literature. Some were Spanish artists and intellectuals, like the poet Federico Garcia Lorca, the painter Pablo Picasso, and the writer Antonio Machado and some were international (and non-Spanish) fellow travelers like George Orwell, Ernest Hemingway and John Dos Passos. Through these works, we will examine the interrelationships between history and literature, including how literature reflects and shapes society, the effects of history on literature, and the effects of literature on historical memory. Finally, we will trace the way contemporary debate about the Spanish Civil War reflects the public memory of the war and continues to shape Spanish society.

Requirements:

To be announced.

Required Texts:

- Graham, Spanish Civil War (A Very Short Introduction)
- Orwell, Homage to Catalonia
- Hemingway, For Whom the Bell Tolls
- Neruda, Spain in our Hearts/España en el Corazon
- Tremlett, Ghosts of Spain: Travels Through Spain and Its Silent Past
- Hochschild, Spain in Our Hearts: Americans in the Spanish Civil War, 1936–1939
HIST 452C  History and Film: Europe
Focus: WI  Hoffenberg, Peter

Content:

“Like writing history with lightning.”

So said Woodrow Wilson after screening in the White House D. W. Griffith’s “Birth of a Nation” 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?

The course is designed to encourage appreciation of film on its own, and also appreciation of how film works and does not work within the larger contexts of politics, society, and culture. It is also intended to provide students with an opportunity to think about a few significant questions in modern European History. How might a particular film influence ideas about the nation, or revolution, or relations between rich and poor, men and women, war and peace, and the past, present and future? What are the relationships between film and memory, and film and literature? How do politics and society itself affect the ways in which a film is designed, created and interpreted? How do films shape our own contemporary “sense of the past?”

Requirements:
Readings, brief essays, one research paper, and participation in online and in-class discussions. No 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
HIST 463  American Civil War Era 1841-1877
Daniel, Marcus

Content:
This course explores the complex and dramatic history of the American Civil War, a war that led to the death of over 700,000 Americans and the emancipation of 4 million enslaved people in the American South. We will explore the origins of the war in the dynamic system of racial slavery that developed in the United States during the first half of the nineteenth century, the way debates about expansion and slavery in the 1840’s and 1850’s generated growing division between the northern and southern states, the impact of violent military conflict between the Union and the Confederacy between 1861 and 1865, and the radical transformation of American democracy – what Lincoln called a “new birth of freedom” – during the Reconstruction period in the 1860’s and 1870’s. We will also explore the way the Civil War has been memorialized and remembered in American history and culture in the period since 1865.

Requirements:
To be announced.

Required Texts:
- Oakes, Scorpion’s Sting
- Manning, What this Cruel War was Over
- Lemann, Redemption

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:

- 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*

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**HIST 473/AMST 432 Slavery and Freedom**

Njoroge, Njoroge

Content:

The early histories of Africans in the Americas are ones of slavery, resistance, displacement, and diaspora. Africa and people of African descent have been central to the making of the modern world, and the continued marginalization of and discrimination against African Americans makes an understanding of experience of slavery in the “new world” a critical intellectual endeavor. Using history, film, literature, and music, this course will be an interdisciplinary exploration of some of the socio-cultural, historical and political factors and facets of “Black” experiences from slavery to freedom. Beginning with the early encounters with Europe, we will trace “roots and routes” of African American experiences from the Atlantic slave trade, European expansion and the development of capitalism, to the overlapping diasporas to the Caribbean, Latin America, the North American mainland and beyond. Paying close attention to the crucial interrelations between class, gender, “race” and region, we will examine the history, memory and meaning of slavery and the relevance for our contemporary era.

Requirements:

To be announced.

Required Texts:

- To be announced.
HIST 476/AMST 440  Race and Racism in America  
Stannard, David  
Content:  
For more information, please contact the American Studies Program (amstgrad@hawaii.edu).

HIST 478/LAIS 468  Colonial Latin America  
Beaule, Christine  
Content:  
For more information, please contact the Department of Languages and Literatures of Europe and the Americas (llea464@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 485  History of 20th Century Hawaiʻi  
Focus: HAP  Rosa, John  
Content:  
Formation of an American Hawaiʻi with its unique local culture from 1898 to the present.  
Requirements:  
Short, in-class writing activities, 3 reading journal sets, midterm, and final exam.
Required Texts:

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### 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:**
- Rampolla, *A Pocket Guide to Writing in History*

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### HIST 496C  
**Senior Tutorial: Europe**  
*Focus: WI*  
**Jolly, Karen**

**Content:**
We will work on students’ senior thesis projects, from conceptualizing the question and researching the primary and secondary sources, to drafting, editing, and producing the final research paper. Students may choose any topic within European history from ancient to modern, or a world historical topic that includes some aspect of Europe.

**Requirements:**
Attendance and participation weekly in class and peer review of other students’ projects are part of the grade. Graded written work includes a research proposal, working bibliography, draft paper, and the final research paper (25-40 pages, with notes and bibliography).

**Required Texts:**
- Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M., Bizup, Joseph, and
Content:

“Since taking office on June 30, 2016, Philippine President Rodrigo Duterte has carried out a ‘war on drugs’ that has led to the deaths of over 7,000 Filipinos to date, mostly urban poor,” so reads a recent report by Human Rights Watch. State-sponsored mass violence against the Rohingya civilian population in Myanmar, meanwhile, animates the international news these days. According to a UN report in February 2017, “discrimination against the Rohingya has been endemic for decades,” but “the recent level of violence is unprecedented.”

These are just two examples of numerous instances of mass atrocity that remains prevalent in the world today, and that most likely will remain so in the future. What role is there for historians to play, if any, in this age of mass atrocity? How might we put to use our discipline-specific skills – our skills in source analysis, interpretation, and assessment – to help address the pressing issues of justice, accountability, and the rule of law in the present? How might our knowledge of international conflict, war crimes, crimes against humanity, genocide, and other forms of human rights abuses in the previous centuries better inform us of the nature of mass atrocity of this century? In this capstone history seminar, students will draw upon theories, concepts, and methods that arise from international law and human rights literature, and take a fresh look at the history of Asia/Pacific while undertaking thesis research.

This course welcomes history majors with any areas of interest, and also non-history majors who desire to take this course in fulfillment of WI-Focus requirements.

Requirements:

- Original research paper (8,000 -10,000 words in length)
- Regular participation in class discussions

Required Texts:

- Elizabeth Neuffer, *The Key to My Neighbor’s House: Seeking Justice in Bosnia and Rwanda*
- Ben Kiernan and Robert Gellately, *The Specter of Genocide: Mass Murder in Historical Perspective*
- A selection of other readings (to be posted on Laulima)
GRADUATE COURSES

HIST 610  Topics in World History
López Lázaro, Fabio

Content:

HISTORY 610 is a research essay writing-focused seminar that concentrates on the general historical question of global interconnectedness. Interdisciplinary approaches that are relevant to historical research are welcome. Each year the course has a new focus that draws together each student's personally crafted research project into general discussions. The topic in Spring 2018 is:

TRANSLINGUALISM AND TRANSNATIONAL HISTORY:
THE CROSS-CULTURAL HISTORY OF LANGUAGES, SCRIPTS, TEXTUALITY, PHILOLOGIES, AND THE "LINGUISTIC TURN"

Members of the research seminar read and discuss selected works as a class. Students also craft a historical research project in consultation with the professor. This project is periodically work-shopped with the rest of the class and culminates in the key written assignment, a research essay, which can potentially serve as preparation for a graduate field examination or as a thesis / dissertation chapter (such an arrangement must meet with the prior approval of the student's M.A. or Ph.D. Committee Chair).

Requirements:

- Active in-class and / or Laulima contributions to the discussion of readings.
- Participation in a mock conference roundtable concerning a key monograph, selected each year to coincide with the seminar's annual theme. The monograph for this year is Lydia Liu, Translingual Practice. Literature, National Culture, and Translated Modernity: China, 1900-1937 (Stanford University Press, 1995).
- Research essay (approx. 15-20 pages, 3,750-5,000 words). In preparing for the writing of the research essay, students complete three additional short writing assignments: a statement of historiographical position concerning the year's focus (approx. 1,250 words), a statement of the historical question that they will be investigating (max. 250 words), and a short preliminary annotated bibliography explaining key primary and secondary sources necessary for writing the research essay (max. 1,500 words).

Core Readings:

- To be announced.
**HIST 611G**

**Advanced Readings in European History: Intellectual**

Lauzon, Matthew

**Content:**

This seminar will focus on recent scholarship in European Intellectual and Cultural History. Themes to be explored are 1) the state of European intellectual history as a field, 2) notions of the self, 3) the nature of modernity, 4) the role of the theater and theatricality, 5) interactions with and representations of non-European societies, 6) political theory and the ideas of citizenship and sovereignty, 7) the invention of the public intellectual as a cultural type, 8) the human sciences, slavery and empire, 9) temporal and historical consciousness, 10) the Enlightenment. While the course will draw on examples from much of Europe, the seminar’s emphasis will be placed on French and British history.

**Requirements:**

Weekly readings, active participation in weekly discussions, book reviews, and a review essay.

**Required Texts:**

- Darrin M. McMahon and Samuel Moyn, *Rethinking Modern European Intellectual History* (2014)
- Valerie Traub, *Thinking Sex with the Early Moderns* (2016)
HIST 634F       Research in American History: U.S. Foreign Relations
Crime, Capitalism, & the State

Reiss, Suzanna

Content:
This course is a research seminar in the history of US foreign relations with a thematicemphasis on the historical, material, and theoretical relationships between crime,capitalism, and state formation. We will explore the historical relationship between policing and the rise of US-dominated global capitalism within a comparative and international framework. The emergence of the modern nation-state was fundamentallydependent on the capacity of the state to use “legitimate” coercion as a mechanism ofsocial control, and as the basis for consolidating and expanding political power. We willstudy the evolving relationship between the coercive power of the state and the economicstructures that provided both the justification and material basis for its expansion. We willstudy the historical construction of the “legal” and “illegal”, how designations of“criminality” have been shaped by racial, gender, economic, colonial and otherhierarchies, and how fear of “crime” has framed debates about “national security.”

The structure of the course is methodological and loosely chronological. It is designed toexpose students to a variety of approaches that they can use in their own research andwriting while surveying a number of critical moments and theoretical innovations toconsider the evolving relationship between state formation, criminality, and capitalism.The focus of our class discussions will be upon the efforts of historians and historicalactors (including ourselves) to devise a systemic understanding of crime and penalpractice in relation to the economic growth and expansion of the United States.

Requirements:
To be announced.

Required Texts:
- To be announced.

HIST 661B       Seminar in Chinese History: Early

Davis, Ned

Content & Readings:
This seminar will examine the historical development of East Asia in the medieval period(200 – 1400) How was it created? Does it designate a geo-political region or a culturalreality? Was it Sinocentric? Was it “Confucian”? We will read books on medieval Japan,Korea, Manchuria, and China, such as Ooms, Imperial Politics and Symbolics in AncientJapan: The Tenmu Dynasty or Adolphson, The Gates of Power: Monks, Courtiers andWarriors in Premodern Japan, as well as books on subjects (Buddhism/ language andliterature) that span the region, including: Jiang and Chia’s Spreading Buddha’s Word inEast Asia: The Formation and Transformation of the Chinese Buddhist Canon. Graduate
students in all fields are welcome.

Requirements:

To be announced.

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**HIST 667B**  
**Seminar in Korean History**  
Kim, Cheehyung Harrison

**Content:**

This seminar engages with Korean history from various themes and methods. Historiography of Korea is explored in terms of premodern history, colonial history, postwar history, South Korean political economy, North Korean studies, and transnational history. Themes of nationalism, capitalism, socialism, and democracy are historically contextualized to reveal both local and transnational elements.

**Requirements:**

Weekly response papers and a final review paper.

**Required Texts:**

*NOTE: Please wait for communication from Harrison Kim about acquiring books.*

**Partial list**

- Charles Kim, *Youth for Nation: Culture and Protest in Cold War South Korea* (University of Hawai‘i Press, 2017)
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, *Na’yo*
- Craig Santos Perez, *From Unincorporated Territory - Guma’*
- Katerina Teaiwa, *Consuming Ocean Island*
- Suzanne Falgout, et al., *Memories of War*

HIST 677  Seminar in History of Hawai‘i  
Rosa, John

Content:
Reading seminar with short papers required. Covers Kingdom of Hawaiʻi and 20th-century Hawaiʻi in alternate years.

Requirements:
Book reviews, visit to Bishop Museum, and one longer historiographic essay.

Required Texts:
- David A. Chang, *The World and All the Things upon It: Native Hawaiian Geographies of Exploration* (2016)
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.