Course Descriptions
Fall Semester 2018

**FOCUS DESIGNATIONS**

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

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

HIST 151  
**World History to 1500**

*Foundations: FGA*  
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 (with Reacting to the Past)**

*Foundations: FGA*  
Schwartz, Saundra

**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. The course is organized around six themes—environment, society, cities, empire, ideas, and contact—all of which still have significance and urgency for today’s global community. 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 groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies.

**Requirements:**

To be announced.
Three 4-page essays (may substitute a speech for an essay), weekly quizzes, final, class participation.

Required Texts:

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**HIST 152 World History since 1500: War and Peace**

*Foundations: FGB* Hoffenberg, Peter

**Content:**

History 152 introduces modern global, or world history by focusing on the origins, experiences, attitudes towards and consequences of 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 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, nation-building and revolution were interconnected and the powerful roles that memory plays in thinking about war and peace. 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 understood and used in historical context.

To assist our collective project, the course will proceed in generally chronological order. Each week, we will consider world history in general for the time and place(s) considered in the textbook chapter(s), and then address examples of war and peace in that time and place(s). So, for example, one week we read about the Americas in the 19th-century and study the Mexican-American and the American Civil Wars.

Students are encouraged to think about war and peace as historians do (and we will discuss what it means to think historically) and to use a variety of historical sources. Those include a novel, poetry, public speeches, treaties and other government documents, soldiers’ letters, monuments, photography, and documentary film. For example, we will try to better understand how soldiers thought about fighting in the trenches of the First World War by comparing and contrasting some of the poems that they wrote at the time.

The diversity of our historical sources challenges us to think about the unique nature of each one, what they share, how to properly use them, as well as how they reveal the various ways by which the past of war and peace is understood, experienced, represented,
and continues to shape the present and future; that is, the development of “a sense of the past” in the modern world and our engagement with it. What roles did that sense of the past in history and memory play in asking and answering key questions about war and peace. How did the representations of war and peace in our primary sources help shape that historical narrative and our relationship to the past?

Requirements:

Periodic blue-book assignments, short essays, and an open-note 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, 1861-1865*
- Ninh, *The Sorrow of War*

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**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 281**  
**Introduction to American History (to 1865)**  
*Focus: WI*  
Kraft, James  

**Content:**

This course, offered online, is a broad survey of major patterns and trends in American history from colonial times to 1865. It addresses a host of important questions about the nation’s past. It asks, for example, how slavery could have arisen in a place where people were dedicated to principles of human liberty and dignity, and how a strong national government could have emerged at a time when so many people believed in the sovereignty of individual states. The course also asks questions about working class protests, social reform movements, the Civil War, and more.

**Requirements:**

- Weekly online discussions; several short papers on assigned readings; 2 examinations.

**Required Texts:**

- *The Norton Mix: American History, Historical Documents to 1865*

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**HIST 284**  
**History of the Hawaiian Islands**  
Rosa, John  

**Content:**

This course starts with discussions of the complexities of telling a mo‘olelo (story, history) of the Hawaiian Islands. After covering the history of human settlement and the development of “pre-contact” Native Hawaiian society, it examines interactions with the "West” and “East” that have been documented since at least the late 18th century. It then provides a survey of the islands’ history from ali‘i chiefdoms to Hawaiian Kingdom to American territory and state.

**Requirements:**

- To be announced.

**Required Texts:**

- Kodama-Nishimoto, Nishimoto, and Oshiro, eds., *Talking Hawai‘i’s Story*

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**HIST 296**  
**Topics in History: Introduction to Japan**  
Stalker, Nancy  

**Content:**

This course is a historical survey aimed at providing a broad-based introduction to Japanese society and culture, beginning with prehistoric times and continuing to present.
We will follow a chronological format, focusing on understanding how Japanese who lived in different historical eras created particular political, social and cultural systems to realize their beliefs and values. In addition to the main textbook, course materials will include literature, historical documents, art, and film.

Requirements:

- Two in-class midterm exams, worth 30% each
- One take-home final exam and essay, worth 40%

Required Texts:

- Stalker, Nancy K. *Japan: History and Culture from Classical to Cool* (University of California, 2018)

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**HIST 296**

**Topics in History: Drugs, Crime, and Society**

*Focus:* WI  
*Reiss, Suzanna*

**Content:**

People’s desire for drugs helped fuel the rise of the modern world economy, even while it justified labeling some people, institutions, behaviors, and economic practices, as criminal. This course is oriented around “drugs” and “crime” as historical categories of analysis, and is designed to introduce students to the art and methods of historical inquiry.

We will consider the value and meaning of drugs and crime in relation to European and American imperial expansion, consumer culture and capitalism, plantation and industrial labor regimes, racial, ethnic, national, and anti-colonial conflicts, pharmaceutical research, policing and incarceration, the Cold War and contemporary debates.

A primary goal of this course is for students to develop reading, writing and oral communications skills that will assist them in future coursework, and to develop a critical understanding of the historical issues of enduring relevance to the issues of drugs and crime in society today.

**Requirements:**

To be announced.

**Required Texts:**

- David T. Courtwright, *Forces of Habit: Drugs and the Making of the Modern World*
- Doris Marie Provine, *Unequal Under Law: Race in the War on Drugs*
  *Additional readings will be available on Laulima.*
HIST 305  History of Southeast Asia  
Andaya, Leonard

Content:
The course examines the evolution of Southeast Asian communities from early times until the introduction of European “high colonialism” in the nineteenth century. Lectures will focus on the gradual formation of Southeast Asian polities as they adapted to the new external economic and political forces intruding into the region from both the east and the west.

Requirements:
- One midterm worth 25% of the final grade
- One essay worth 25% of the final grade
- One final worth 50% of the final grade

Note: Each of the three requirements must have a passing grade to qualify for the allotted points.

Required Texts:
- Barbara Watson Andaya and Leonard Y. Andaya, History of Early Modern Southeast Asia

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:
HIST 330  History of North Korea
Focus: WI  Kim, Cheehyung Harrison

Content:
We examine the history of North Korea from its beginning in the postliberation period (1945) to the present, as North Korea undergoes monumental changes. One important frame is to place North Korea’s history within world history. We begin with the question, what is socialism? We then proceed to looking at North Korea’s history through themes of “state-formation,” “war-making,” “ideology as state program,” and “culture and art of socialism.” Events and issues like the demise of state-socialism in the early 1990s and North Korea’s nuclear program are also central to our understanding. Finally, the future of North Korea and East Asia is considered in terms of leadership transition, globalization, refugees and migrants, and the possibility of unification.

Requirements:
Weekly response papers, in-class discussions, assignments, final paper.

Required Texts:
• All reading available in digital files through Laulima.

HIST 333  Ancient Rome: The Republic
Focus: OC  Schwartz, Saundra

Content:
This course will focus on the period of Roman history from its foundation in the 8th century B.C.E. to the end of the Republic. This was a period that shaped the culture, economy, and political organization of the Mediterranean basin and much of Europe. The course is divided into three parts. Part I examines the rise of the Republic, both as a concept and as a practical reality. In Part II, we consider the expansion of Rome beyond Italy and the effect of empire on Roman society. Part III consists of an in-depth study of the political and military crises that rocked the late Roman Republic through two immersive role-playing games.

Requirements:
Two quizzes, three short research papers as the basis of oral presentations, final exam.

Required Texts:
• Beard, SPQR: A History of Ancient Rome
HIST 356  
Survey of African History  
Njoroge, Njoroge

Content:
This course is a general survey of African history from the earliest times to the present. Its primary goal is to provide students with a general understanding of the major developments of African history as well as providing an historical framework for interpreting contemporary African societies and politics. The course will examine broad historical processes such as the rise of ancient Egypt and classical indigenous civilizations; state formation and empire building; the spread of Islam and Christianity; slavery and the Atlantic slave trade; European colonialism and imperialism; nationalism and the struggle for independence; and the current state of the African continent. The ultimate objective of this course is to introduce students to a general history of Africa and place Africa within the broader context of world history.

Requirements:
To be announced.

Required Texts:
- Shillington, *History of Africa*
- Niane, *Sundiata, An Epic of Old Mali*

HIST 371  
U.S. Foreign Relations to 1898  
Reiss, Suzanna

Content:
This course is a survey of United States foreign relations from the colonial period through the end of the 19th century. We will study the changing boundaries of what constituted the United States as a political entity, geographic territory, cultural identity, and economic force in world affairs. Studying the borders where the “domestic” and “foreign” came to have meaning, beliefs rooted in the oppositional notions of “us” and “them”, provides valuable insight onto the history of U.S. expansion, debates over citizenship and rights, definitions of liberty, freedom, and sovereignty, and the emergence of a “national” American identity. More than simply a study of political leaders’ actions and government diplomacy, this course gives weight to the lives of people living in the borderlands where national identities were often unstable and contested. A central objective of the course is to study not only the history of US foreign relations, but how changing historical contexts have informed the writing and remembering of who and what constituted the US ‘nation’ in relation to an array of ‘foreign’ peoples and places.

Requirements:
To be announced.
HIST 373/AMST 343  American Thought & Culture: to 20th C.

Focus: 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:

- Gail Collins, America’s Women: Four Hundred Years of Dolls, Drudges, Helpmates and Heroines
- E.L. Doctorow, Ragtime
- Roderick Nash, From These Beginnings, Volume I
- Arthur Schlesinger, The Disuniting of America: Reflections on a Multicultural Society
- Richard Rapson, Magical Thinking and the Decline of America

HIST 374/AMST 344  American Thought & Culture: 20th C.

Focus: 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 396B**  
**Historical Theories and Methods**

*Focus: WI*  
Matteson, Kieko

*Content:*

This course introduces students to the diverse ways that historians approach, interpret, and write history. Drawing on enduringly influential texts as well as recent works, the course explores past and present trends in historiography, theory, and methods. Through class discussion and written assignments, students will analyze different forms of historical interpretation, gain practice in working with primary sources, and develop their historical research and writing skills.

*Requirements:*

To be announced.

*Required Texts:*

- Bloch, *The Historians Craft*
- Corbin, *The Village of Cannibals: Rage and Murder in France, 1870*
- Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*
- Harari, *Homo Deus: A Brief History of Tomorrow*
- Kuhn, *The Structure of Scientific Revolutions, 50th Anniversary Edition*
- Schivelbusch, *Disenchanted Night: The Industrialization of Light in the Nineteenth Century*
HIST 396B Historical Theories and Methods  
Focus: WI Arista, Noelani  
Content:  
This course is a capstone to more introductory History courses and also prepares students for upper-division work, particularly the 496 thesis-writing class. In the Fall 2018 semester Hawaiian and U.S. History Professor Noelani Arista will be focusing on the theme of Revolutions and Overthrows, how historiography: the way in which history has been written by scholars is something that people outside the nation, colonial or imperial subjects have had to contend with and address. From the American Revolution to the Overthrow of the Hawaiian Nation the various books and articles we will engage will provide students with a firm foundation of how to read, interpret and critique primary and secondary sources, while provoking questions about the limits of historiography in a national frame. Additionally given our place in Asia-Pacific we will be working to enlarge the history of nation by studying transnationalist and global frameworks. Supplementary articles will incorporate histories of Asia and the Pacific. We seek to develop skills in several areas: critiquing the arguments and methods of historical scholarship; finding and analyzing primary source material; and finally, preparing a topic for independent research, while polishing the interpretive and mechanical skills (such as how to cite materials properly and structure your argument) necessary to write a 496 paper.  
Requirements:  
To be announced.  
Required Texts:  
• Rampolla, A Pocket Guide to Writing History  
• Hunt, Writing History in the Global Era  
• Lepore, The Name of War: King Phillip’s War and the Origins of American Identity  
• Kamensky, A Revolution in Color: The World of Jonathan Singleton Copley  
• Ferrer, Freedom’s Mirror: Cuba and Haiti in the Age of Revolutions  
• Hernandez, Unspeakable Violence: Remapping U.S. and Mexican American Imaginaries  
• Silva, Aloha Betrayed: Native Hawaiian Resistance to American Colonialism  
• Omi and Winant, Racial Formation in the United States  

HIST 406 / ASAN 406 Modern Philippines  
Lanzona, Vina  
Content:  
During the mid-to-late nineteenth century, Philippine society underwent dramatic economic, political and cultural transformations. While the beginning of the Spanish
colonial period caused massive conversions of the populace, the later period opened up the Philippines to the world market. The end of the Spanish and Philippine-American wars paved the way for three decades of U.S. colonialism in the country. Philippine hopes for independence were shattered with the brief Japanese occupation. The postwar period was a time for reconstruction, nation-building and revolution.

This course traces the development of Philippine history and society from the end of the nineteenth century to the present. We will explore the beginning, ending and the enduring legacies of Hispanization in the Philippines through the important works of Jose Rizal. By examining primary source documents, we will closely examine race and empire as U.S. colonialism transformed Philippine political and cultural institutions. World War II brought in what was considered the “darkest years” of Philippine history and we will rediscover the horrors of war, the promise of liberation, and the postwar realities of reconstruction and revolution. Finally, we’ll attempt to understand the “Martial Law” period and its enduring legacies. Through themes such as colonialism, religion, nationalism, revolution and resistance, and the state and civil society, we hope to gain a better understanding of the challenges facing contemporary Philippine society.

Requirements:
To be announced.

Required Texts:
- Rizal, *Noli Me Tangere*

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**HIST 411**  
**Local History of Late Imperial China**

*Focus: WI*  
Wang, Wensheng

*Content:*  
This upper division course provides a broad survey of Chinese local history over the long period from the Tang-Song transition (ca. 800) to the collapse of Qing rule (1911). The focus will be on the late imperial period (1550-1911)—from mid-Ming to the end of Qing dynasties. Major topics include family and lineage structure, gender roles, patterns of work and leisure, religious activities and their meanings, class relations, changes in basic demographic patterns (birth and death rates, migration, marriage patterns, etc.), patterns of violence, protest movements, and relations among different ethnic groups. Students will focus on the bottom-up studies of local society and gain some basic understanding of this dominant approach to Chinese history.

Requirements:
To be announced.

Required Texts:
- Brook, *The Confusions of Pleasure: Commerce and Culture in Ming China*
- Mann, *Precious Records: Women in China’s Long Eighteenth Century*
• Kuhn, *Soulstealers: the Chinese Sorcery Scare of 1768*

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**HIST 416**

**Chinese Intellectual History**

Davis, Edward

**Content:**

History 416 is an upper-division course that will examine selected topics in the history of the political and religious culture of China during the early and middle empires (Han through Song dynasties.) Topics will touch on all three major Chinese traditions: Confucianism, Buddhism, and Daoism. Class will be conducted as a discussion focusing on common weekly readings. Books, to be purchased online, will be announced at the first meeting; other readings will be provided by the professor. A final paper, approximately 15 pages in length, on a topic of the student’s choosing (in consultation with the professor,) will also be required.

**Requirements:**

To be announced.

**Required Texts:**

• To be announced.

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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:**

• Paul S. Ropp, *China in World History*
HIST 426  History of Japanese Cuisine and Foodways  
Focus: WI  Stalker, Nancy  
Content:  
This upper division course is a reading and writing intensive course that explores the history of Japanese cuisine and investigates the cultural, economic, and geopolitical aspects of foodways in Japanese domestic and international identity. Food is common to all humankind, but different varieties of foods or cuisines also serve to identify nations, religious groups, classes/castes and other communities, marking boundaries between ourselves and “Others.” Through examining various aspects of Japan’s culinary products and practices such as ramen, the tea ceremony, sushi, and food media, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchanges that characterize different eras in Japanese history. Topics for readings and discussions include: the relationships between food and national identity, imperialism/colonialism, gender and class; representative Japanese foods; culinary travel, tourism and memoir; and globalization/glocalization of Japanese foods.

Requirements:  
Reading responses and quizzes, final research paper, discussion leadership.

Required Texts:  

HIST 428  WWII & the Making of Modern Japan  
Focus: WI  Totani, Yuma  
Content:  
This seminar explores the rise and fall of the Empire of Japan (1868-1945) through the lens of World War II in Asia and the Pacific. The main consideration of this course is to investigate how the key social, political, economic, and military institutions that defined the structure and the workings of Japan’s war machine grew over time, especially in the 1920s, the 1930s, and the early 1940s. World War II itself will fall largely in the background of course materials, although we will apply the war as the core analytical framework throughout the semester, and will also make a brief inquiry into the Japanese collective and individual war experiences. Furthermore, this course will consider the consequences of Japan’s catastrophic defeat in World War II in the remaking of Japan in the postwar period.

This is a reading-, writing-, and discussion-intensive course. It welcomes undergraduate students of all fields and disciplines.

Requirements:
HIST 436  World Environmental History
Focus: WI  Matteson, Kieko

Content:
This course explores the interaction between human societies and the natural world from the early modern era of migration and discovery to our present ecological crises. Drawing on a wide range of recent writing on Asia, Africa, the Americas, Oceania, and Europe, the course will examine the social, political, economic, and cultural forces at work in humans’ adaptation to and transformation of the environment. Topics include early global exploration; invader species and biotic exchange; industrialization and urbanization; natural resources, science, and technology; environmental activism; the ecological impact of war, and many other issues.

Students will hone their critical thinking and analytical skills and gain insight into leading trends in the field of environmental history as well as current debates concerning the environment. They will gain proficiency in working with primary sources and also develop their expository and free-writing skills through the creation of a ‘naturalist’s notebook’ and other assignments.

Requirements:
Reading responses, natural history notebook, discussion leadership, researched guest blog

Required Texts:
- John McNeill and Alan Roe, eds., Global Environmental History: An Introductory Reader

HIST 451C  History & Literature: Europe
Focus: WI  Hoffenberg, Peter

Content:
History 451 introduces some of the many relationships between history and literature, both rather broadly defined to include different understandings and representations of the past and different written texts, such as novels, short stories, memoirs and poetry. Our required readings, lectures, discussions and assignments explore how literature has reflected and shaped society in the past, influences our own sense of the past, or relationship to that past, and provides a way to understand the past. This course might be
termed “History as Literature,” or “Literature as History,” as much if not more than “History and Literature.” We will try and do for History and Literature what so many excellent scholars are doing for film and history. They are asking how our study of film, particularly films about historical events, persons and themes, helps us better understand the meanings and legacies of those subjects, as well as our relationships to the past, and, in doing so, can we track the changes in the aesthetic form itself? In other words, why were novels so important to 19th-century Europe and what does that tell us about how Europeans at the time thought of and imagined their world, why they did so with the novel form, and what that means about our understanding of the time and place.

We focus on some of the key events, ideas, groups and individuals in modern European history since the late eighteenth century; that is, between Romanticism and the French Revolution on one hand, and the end of Communist rule on the other. Among the countries considered are Britain, France, Italy, Germany, and Russia; topics include labor, men & women, the family, religion, science, rich & poor, cities, the countryside, and imperialism. Each week’s work of literature is accompanied by a lecture, discussion and readings about the historical context in which the work was written and the general history of the central historical topic of the work, as well as consideration of the author and genre read that week. We will have in-class discussions during the final session of each week.

Lectures, readings and discussions will also consider within historical context the roles of authors and literary works in light of European social and political history. For example, what did a particular author’s novel suggest about the contemporary and ideal social order? the contemporary and utopian political world? Why did certain genres rise? How and why were questions about authorial intent and significance raised and answered? What were the relation- ships among writing, printing and reading? We will address those and other questions in specific historical contexts of time and place, as well as across the broader sweep of Modern Europe.

Requirements:

Discussion, book review, brief reaction papers, periodic blue-book assignments, and one final 7 pp essay.

Required Texts:

- Introductory Readings on Europe, Literature and History (Laulima)
- Romantic Poetry (Laulima)
- Shelley, *Frankenstein*
- Balzac, *Old Goriot*
- Dickens, *Hard Times*
- Turgenev, *Sketches from a Hunters Album*
- Conrad, *Heart of Darkness*
- World War One Poetry (Laulima)
- Kafka, Short Stories (Laulima)
- Ignazio Silone, *Fontamara*
- Auden, Yeats and Eliot poems (Laulima)
HIST 452D  History and Film: Asia/Pacific

Focus: E  Bertz, Ned

Content:
Every year the wildly popular dream factory of Bombay’s Hindi cinema industry entertains hundreds of millions of people in the Indian subcontinent and beyond its borders. Since its inception, Indian popular cinema – of which the largest regional industry is affectionately and controversially known as Bollywood – has woven magical tapestries full of riveting stories, colorfully animating (often through iconic song and dance numbers) Indian culture and society while illustrating the present and the past.

This course revolves around a central idea: what can the historian make of Bollywood? For example, how can we study the history of India through the economics of film production, distribution, and consumption? How do historical films create or complicate the construction of Indian national memory?

This class will be taught with a Contemporary Ethical Issues focus, involving, for example, the analysis of ethical dilemmas faced by Indians and Indian cinema in negotiating cultural encounters with globalization, and the ethical responsibilities of filmmakers in presenting sensitive historical issues—not to mention the ever present threads of morality stitched into each narrative of larger-than-life villains, loyal-to-the-death friends and family, pure and sacrificial mothers, and righteously vengeful (not to mention dashing) heroes.

We will watch a film together every Monday in our theater-style room (hooting and hollering encouraged), and on Wednesdays hold class discussions and lectures (hooting and hollering discouraged, unless deserved) to situate and analyze the films and readings.

Requirements:
To be announced in class.

Required Texts:
- Readings will be made available on Laulima.

HIST 462  The Early American Republic

Daniel, Marcus

Content:
This course traces the transformation of politics and society in the United States from the end of the American Revolution to the Age of Jackson. At the start of this period, the
United States was a newly formed, fragile federation of thirteen sea-board states held together by little more than a roughly sketched constitutional plan which, it was hoped, would impose order and unity on an unruly and divided post-revolutionary society. Fifty years later, the United States had become a stable, dynamic and powerful nation state that had consolidated its control over native peoples and territory throughout North America, revolutionized its economy and created a “democratic” political order. These developments also had a darker side. The expansion of the American empire encountered fierce resistance from Native Americans, and was made possible only by a process of extermination and conquest that aroused opposition even among Euro-Americans; slavery and its expansion into the newly conquered territories of the south and west was challenged by both free and enslaved African-Americans and by white abolitionists who demanded an immediate end to slavery and racial inequality; and the development of a capitalist wage-labor system generated resistance from American workers who attacked the new “wage slavery” and called for a return to an older economy of independent production and self-sufficiency. Finally, drawing on ideals of political equality embedded in the Declaration of Independence, American feminists and free African-Americans fought to establish their political rights within a democracy that confined citizenship exclusively to white men.

Requirements:
To be announced.

Required Texts:

- To be announced.

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**HIST 465**

**The United States: 1920-1948**

Henriksen, Margot

**Content:**

This course focuses on the history of America during the 1920s, the Great Depression and World War II, and it examines the social, cultural, political, and economic/technological events and issues that reflected both the traumatic sense of crisis and the creative possibility of radical change during this era. After exploring the rise of “modernity” in the twenties, the shocking onset of the Depression and its accompanying cultural and political dissent are studied through such topics as literary modernism, rising political innovation, and the appearance of rebel criminals and “hard-boiled” detectives. The development of apocalyptic fears both before and after the dropping of the atomic bombs on Hiroshima and Nagasaki is traced through literature, through Orson Welles’s radio broadcast of “War of the Worlds,” and through the multiform American responses to World War II and the atomic bomb. Along with traditional historical interpretations and documents, films, novels, oral histories, radio, and biography are used to introduce students to the changing character of America in the 1930s and 1940s.

Requirements:
Students are expected to complete all course readings and to attend class regularly. There are in-class quizzes, take-home reading assignments, and an open-note in-class final examination.

Required Texts:

- Hammett, *The Maltese Falcon*
- Miller, *New World Coming: The 1920s and the Making of Modern America*
- Okada, *No-No Boy*
- West, *Miss Lonelyhearts and the Day of the Locust*
- Wright, *Native Son*
- Kennedy, *The American People in the Great Depression, Pt. 1*

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**HIST 474**  
*The American West*  
**Focus:** E  
Kraft, James  

**Content:**

This course explores the historical development of the American West from its earliest societies to modern times. Although the course covers a wide range of topics and themes, it often focuses on the rise of new industries and the experiences of working people in those areas of enterprise. Students play an active role in the course by working in small groups to discuss assignments, especially the assigned documents and essays.

**Requirements:**

To be announced.

**Required Texts:**

- Etulain, *Beyond the Missouri*
- Milner, Butler, and Lewis, *Major Problems in the History of the American West*

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**HIST 476/AMST 440**  
*Race & Racism in America*  
Stannard, David  

**Content:**

For more information, please contact the American Studies Program (amstgrad@hawaii.edu).

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**HIST 481**  
*Pacific Islands I*  
Labriola, Monica  

**Content:**
This course surveys Pacific pasts, including Hawai‘i, from the first arrival of people into the region through the start of the colonial period. We will place particular emphasis on the themes of historiography, culture contact, cross-cultural history, and the contemporary resurgence of indigenous Pacific Islander historical methods. We will consider the strong links between past and present in any historical consciousness, and history’s definitions, purposes, presentations, and methods of inquiry in different cultural settings.

Requirements:

To be announced.

Required Texts:

- Howe, *The Quest for Origins: Who First Discovered and Settled the Pacific Islands?*
- Weekly readings provided by the instructor.

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**HIST 483**  
**United States in the Pacific**  
*Focus:*  
Rosa, John

**Content:**

This course goes beyond traditional approaches of looking at U.S. expansionism and foreign policy in order to examine the ways that people in the Pacific have responded to changing political, economic, and social environments. Given the size of the Pacific, the course focuses mainly on the island experiences of Hawai‘i, Guam and the Marianas Islands, and interactions with the Pacific Rim locales of the Philippines, Japan, Okinawa, and Korea. The course highlights the experiences of indigenous and immigrant peoples in Oceania as a “sea of islands” (as Epeli Hau‘ofa would put it) in their own right, not diminished by dominant narratives coming from continental places.

Requirements:

To be announced.

Required Texts:

- Rauzon, *Isles of Amnesia: The History, Geography, and Restoration of America’s Forgotten Pacific Islands*  
- Winchester, *Pacific: Silicon Chips and Surfboards, Coral Reefs and Atom Bombs, Brutal Dictators, Fading Empires, and the Coming Collision of the World’s Superpowers*  
- Shigematsu & Camacho (eds.), *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific*

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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.

Topics we will explore include Hawaiian conceptions and connections to ʻāina, 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.

Because many of the histories written about Hawai‘i and Hawaiians have not included the first hand words and writings of diverse peoples living in the nineteenth-century Hawaiian Kingdom, this course provides primary source readings translated from Hawaiian into English. Students will be introduced to different genres of Hawaiian composition, as well as practice indigenous methods of reading, interpretation and critique in an open environment.

Requirements:

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

Required Texts:

- Brown, *Facing the Spears of Change*
- Frazier, *Kaluaikoolau: As Told by his wife Pi‘ilani*

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**HIST 496B**  
**Senior Tutorial in History – U.S.**

**Focus:** WI  
Daniel, Marcus

**Content:**


**Requirements:**

To be announced.

**Required Texts:**

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

*Focus: WI*  
Lanzona, Vina

**Content:**

Analysis of sources and evaluation of methods of historical writing. Students undertake a major research and writing project in field of special interest. Capstone course requires a 20-25 page minimum final research paper.

**Requirements:**

To be announced.

**Required Texts:**

- To be announced.
GRADUATE COURSES

HIST 605  Seminar in Digital History
Rath, Richard

Content:

The Arts and Humanities have taken a digital turn during the past two decades, opening up new possibilities as well as problems for humanities scholars willing to dig in on new media and for coders willing to learn the parameters of humanities and history. In this course, we will see how scholars are using digital tools to produce and engage in arts and humanities scholarship with an emphasis on history, as well as attending to how this “digital turn” is changing the ways in which they are produced and consumed. The digital world is itself part of a long history of media and knowledge construction that we will examine. The course will be hands on, with the tools and theory necessary to “do” digital humanities introduced and used by all of us over the course of the semester.

Since this is a research seminar, the main assignment will be to create a scholarly quality work of digital humanities on a topic of your choosing in consultation with the professor, peer reviewed by your colleagues in the class. The medium is up to you as long as it is digital. Past projects have become integral parts of students' graduate research and some have resulted in publications, and in one case so far, a national award. Collaborative work is encouraged. In addition, short informal weekly reactions to readings introducing the field and its latest developments will be due before class meetings. We will experiment with collaborative note taking to provide a record of class meetings and project work.

Professor Rath is the Director of The Digital Arts and Humanities Initiative at UH and will be introducing the resources, opportunities, and support of the Initiative as part of the course. See http://dahi.manoa.hawaii.edu for more information on the Initiative.

Requirements:

To be announced.

Required Texts:

- To be announced.

HIST 608  Seminar on Water in History
Andaya, Leonard

Content:

Water is an element that is often taken for granted because of its omnipresence and multiple functions that have always been so much a part of daily life. For this reason, we tend to forget that our belief systems, literature, and socio-economic ideas have evolved
through our interaction with water in its salt, fresh, and brackish forms. This course will range widely in different areas to help elucidate the dynamic interactions of water and the human community in history.

Requirements:
To be announced.

Required Texts:
There are no required texts. Some of the readings are in the two series of *A History of Water*, which will be placed on hard copy at Sinclair Library. Some will be in digital format and can be accessed through Voyager, under Reserves for HIST 609. Others are accessible by internet.

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**HIST 609**  
**Seminar in World History**  
López Lázaro, Fabio

**Content:**
An historiographical introduction to transnational, world/global, and comparative history.

**Requirements:**
- Contributions to in-class and LAULIMA discussions = 20 % of final grade
- Critical analyses of course readings (4 presentations x 10%) = 40 % of final grade
- Historiographical research paper (min. 4,000 words) = 40 % of final grade
  - Draft = 20 % of final grade
  - Final version = 20 % of final grade

**Required Texts:**
- James Belich, John Darwin, Margret Frenz, and Chris Wickham, eds., *The Prospect of Global History*

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**HIST 613**  
**Introduction to Cultural Studies**  
Njoroge, Njoroge

**Content:**
This course provides an introduction to some of the main currents in cultural studies, emphasizing the history and theoretical foundations of the field. Beginning with “Marx’s Marxism” we will examine the ways in which Marxism and critical theory have been central to developments in cultural studies. We will investigate different methodologies from a variety of disciplines—history, political economy, sociology, anthropology—to examine the production of meaning and the practice of everyday life.
Requirements:

To be announced.

Required Texts:

- Debord, *Society of the Spectacle*
- Roediger, *Class, Race and Marxism*
- Marx, *German Ideology*
- Marx, *The 18th Brumaire of Louis Bonaparte*
- Robinson, *Black Marxism: The Making of the Black Radical Tradition*
- Minh-Ha, *Woman, Native, Other*
- Polanyi, *The Great Transformation*
- Eagleton, *Why Marx Was Right*
- Escobar, *Encountering Development*
- Mies, *Patriarchy and Accumulation On a World Scale*
- Hall, *Cultural Studies 1983*

**HIST 617 Atrocity Crimes: Law and History**

Totani, Yuma

Content:

This course explores from comparative perspectives the post-WWII war crimes trials that the Allied Powers held in Europe and the Far East, with the goal to assess their significance in defining our understanding of WWII-era international armed conflict, mass atrocity, the issues of accountability. Of thousands of trials that the Allied authorities held in the aftermath of the war, this course will explore the ones held before the International Military Tribunal at Nuremberg (IMT, 1945-1946), the Nuremberg Military Tribunals (NMT, 1946-1949), the U.S. military commission at Manila (1945-1947), and the International Military Tribunal for the Far East (IMTFE, 1946-1948). Much of the coursework will center on analyzing the judgments of these cases as well as other elements of the trials records and reports. Throughout the semester, students are invited to think about the mutually reinforcing roles that the disciplines of law and history can play in building our knowledge of World War II and its legal, historical, and jurisprudential legacies today.

Requirements:

- Original research paper (10,000 -12,000 words in length)
- Regular participation in class discussions

Required Texts:

- Taylor, *The Anatomy of the Nuremberg Trials*
- Reel, *The Case of General Yamashita*
- A selection of other readings (to be posted on Laulima)
HIST 661D          Seminar in Chinese History: Modern
                    Brown, Shana

Content:
This research seminar focuses on modern China (from the late nineteenth century to the present day). The goal is to become familiar with innovative scholarship on the major events and themes of the period. You will also complete a c. 20 pp research paper (or an equivalent alternate project, with my consent) that could comprise a chapter of an MA thesis or similar project.

Requirements:
- Weekly, one-page reading summaries
- Two in-class presentations
- Two 5-7 pp. review articles
- Research paper / historiographical essay (approx. 20 pp.)

Required Texts:
- Louise Edwards, *Gender, Politics, and Democracy: Women’s Suffrage in China* (Stanford, 2008)
- Lydia H. Liu, *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937* (Stanford, 1995)
- Thomas Mullaney, *Coming to Terms with the Nation: Ethnic Classification in Modern China* (California 2011)