Course Descriptions
Spring Semester 2022

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

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

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<tr>
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<th>Title</th>
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<tr>
<td>HIST 151</td>
<td>World History to 1500</td>
<td>Wang, Wensheng</td>
<td>This is an introductory survey course that explores basic patterns of historical change across the pre-modern world (up to about 1650 AD). It takes a close look at three broad themes: first, the transformations of human society to settled agricultural cultures and then to complex societies that relied on writing and bureaucracies to govern; second, the cross-cultural exchange of goods, ideas, and people (the formation of Silk Road, the rise of Christianity and Islam, the Mongol Empire, and the spread of the Black Death); third, the contact between native populations and Europeans (in Latin and North America and Southeast Asia) as well as the African slave trade. Students will not only examine patterns of social, political, cultural, economic, and ecological changes across the world before 1650AD, they will also study how these changes shaped the lives of ordinary men and women.</td>
<td>To be announced.</td>
<td>● Bentley, Ziegler and Streets-Salter, <em>Traditions and Encounters: A Global Perspective on the Past, Vol. I</em></td>
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<td>HIST 151</td>
<td>World History to 1500</td>
<td>Davis, Ned</td>
<td>Historical narratives and global perspectives on human societies and cross-cultural interactions from prehistory to 1500; includes ways to think about the past and ways to use primary sources.</td>
<td>To be announced.</td>
<td>● To be announced.</td>
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History 152 introduces modern global, or world history, by focusing on the origins, experiences, attitudes towards, memories and consequences of war and peace, since around 1500, or so. How and why did wars start and how and why did they end? What caused peace, whether temporary or enduring? What can we learn from studying warfare itself?

Our foundational goal is to understand better how war and peace were part of world history and how they were connected to other important topics, such as politics, daily life, economics, social groups and structures, cultural values, ideas, and the creation of “the modern world.” That means we need to wrestle with defining “war” and “peace” in historical contexts and see how they were also connected. Doing so will invite us to ponder treaties, poetry, descriptions of battles, a documentary film, and memorable essays explaining war and resistance to war, or “why war, and why not peace?” Among the authors of those essays are Montaigne (late 16th-century France), Henry David Thoreau (mid 19th-century United States), Freud and Einstein (Europe and the U.S in the 1930s) and authors from other parts of the world between about 1500 and 1945.

We start by considering the rise of “gunpowder empires” during the sixteenth and seventeenth centuries as part of what is often termed, “the Early-Modern global military revolution.” We end with coming to terms with the fighting and memories of war during the era of decolonization and nation-building after World War II. Among the most enduring examples of those developments are war and peace in Algeria and Southeast Asia, notably Vietnam. We are reminded that wars are fought twice: once in the field and once in memory.

Requirements:

- No examinations.
- Six sets of study questions to be answered in full paragraphs each.
- Two sets of “Historical Definitions” of five of the following terms in full paragraphs each.
- Lab assignments determined by the lab instructors.
- One final comparative essay of 5 pages.

Readings:

- Bentley & Ziegler, *Traditions and Encounters: A Brief Global History, Vol. 2*
- Additional required readings will be uploaded to our Laulima site.
HIST 156        World History of Human Disease
Foundations: FGC  Brown, Shana
Content: This course examines how health and disease has affected global human history. We focus on major episodes of disease from prehistory to the present and discuss how human responses have led to political, social, and cultural change. A long-term historical perspective can offer insight as to how current and emerging global diseases might be effectively addressed.

Requirements: Weekly quizzes based on instructor lecture videos (asynchronous); attendance and participation in synchronous online class meetings via Zoom (synchronous & required); short written reflection assignments (not essays) on primary historical documents; finding and interpreting primary historical sources in online archives; peer responses.

Readings: ● To be announced.

HIST 157 / SUST 157        Global Environmental History
Foundations: FGC  Zelko, Frank
Content: The environment—and climate change in particular—is the great issue of our time. It seems clear that in the coming decades, the entire planet will be affected by the environmental changes caused, at least in part, by human activity. How did we get to this stage in our history as a species? This course will examine this question in a historical, scientific, and non-judgmental way. We will explore the influence of nature—climate, topography, plants, animals, and microorganisms—on human history and the way people, in turn, have influenced the natural world around them. The course will be global in scope and will examine how humans have interacted with their environment from the pre-agricultural era to modern times. In particular, it will focus on how some of the world’s civilizations changed their environment, how nature limited their development, and how they coped—or failed to cope—with the environmental problems that civilizations inevitably produce.

Requirements: To be announced.

Readings: ● To be announced.
HIST 161A  World Cultures in Perspective

Foundations: FGA  Davis, Ned

Content:
This class, for new and intellectually curious undergraduates, will introduce the student to the ancient and medieval worlds. One of our books will consider the cores (Western and Eastern Asia,) peripheries (steppe empires,) semi-peripheries (Europe and North Africa,) and out-of-spheres (sub-Saharan Africa, the Americas, Pacific Islanders, Native Australians, Vikings) synchronically in the year 1000. The other will consider the entire history of human beings diachronically (over time) and particularly in relation to our ancestral environment in Africa and our biological inheritance.

Requirements:
To be announced.

Readings:
- To be announced

HIST 241  Civilizations of Asia

Instructor TBA

Content:
Survey of major civilizations of Asia from earliest times to 1500; East Asia, Southeast Asia, South Asia.

Requirements:
To be announced.

Readings:
- To be announced

HIST 282  Introduction to American History

Njoroge, Njoroge

Content:
This course is an introductory survey course of United States history from the end of the Civil War to the present. Focusing in particular on the interplay between economic and cultural transformations, we will examine the shifting, and often divergent, conceptions of an “American” national identity and the attendant political struggles over citizenship, the market economy and distinctions based on race, class, gender and national origin. The course seeks to broaden students’ conception of US history through a rigorous engagement with primary documents and a particular attentiveness to interpretations and perspectives that challenge conventional wisdom and demonstrate the diversity of
experiences in the nation’s history.

Topics will include: Indian wars and imperial expansion, the transition from slave to free labor, corporate consolidation and the rise of consumer capitalism, the politics of immigration, and the interplay between domestic struggles for civil and economic rights and international relations.

Requirements:

- To be announced.

Readings:

- To be announced.

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**HIST 288**  
**Oceania Survey**  
*Focus: HAP, WI*  
LaBriola, Monica

**Content:**

This course offers a survey of the major events, themes, and issues that make up diverse histories of Oceania, including Hawai‘i, while exploring the intersections between Pacific Islander and Native Hawaiian histories and historiographies. We will begin by considering island geographies, indigenous origins and origin stories, voyaging and navigation, and theories about the settlement of the islands. We will go on to explore the indigenous, colonial, and contemporary periods with a focus on Pacific Islander and Native Hawaiian experiences, interpretations, with special emphasis on indigenous historical agency. We will consider such themes as indigenous historiography, cultural encounter and change, colonialism, resistance, global conflict, sovereignty, migration, climate change, and contemporary neocolonial challenges, with each offering insights into the histories of the region. Throughout, we will draw on recent scholarship theorizing the ocean and its islands as a vast space of interconnection and movement.

Requirements:

- To be announced.

Readings:

- TXT0 (course materials made available through the UHM Library and Laulima)
Topics in History: Sugar: Sweetness and Power

Focus: WI
Reiss, Suzanna

Content:
This class studies the history of the production and commodification of sugar as a window onto the history of the modern world, the rise of capitalism, new labor regimes, new consumer and cultural habits, and the related formation of new cultural beliefs about race, gender, labor and the nation. Sugar and sweet foodstuffs have been part of human societies since ancient times, yet the prevalence of sugar and sugar derived products in modern society is a distinct consequence of a particular historical convergence at the turn of the 16th century that propelled sugar to an unprecedented position of global influence and power. These events included but were not limited to Columbus’s “discovery” of the Americas and his introduction of cane sugar into the Caribbean; European imperial rivalries and expansion; the rise of capitalism, slavery, and trans-oceanic trade networks; the emergence of the United States as an imperial power; and the related profound transformation of the human diet.

Students will gain knowledge and perspective on history through a study of one commodity that has been deeply connected to political, economic and cultural power in the world. This course is Writing Intensive (WI) and designed for students to practice historical study and interpretation yourselves. Each student will write a final independent research paper (10-12 pages) that will feature sugar and history in ways that you wish to highlight.

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 economic foundations, cultural practices and lived experience of people in the world today. To help develop these skills, students will be given regular feedback on all assignments, either orally or written.

Requirements:
- To be announced.

Readings:
- Merleaux, Sugar and Civilization: American Empire and the Cultural Politics of Sweetness
Mintz, *Sweetness and Power: The Place of Sugar in Modern History*

All additional readings will be available on Laulima.

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**HIST 296**  
**Topics in History: Genocide & Modern Slavery**

**Focus:** WI  
**Totani, Yuma**

**Content:**

Genocide and slavery are as old as the history of mankind, innumerable episodes of both types of violence having been recounted in ancient texts such as the Bible. However, it is still relatively new to document genocide, slavery, or other types of mass atrocity at the time of their occurrences, so is the effort to hold to account those individuals who plan, order, perpetrate, or aid and abet the commission of such crimes. This course draws upon the growing body of international criminal law literature since the time of the Nuremberg and Tokyo Trials (1945-1949) in order to develop analytical tools with which to explore episodes of organized mass atrocity in the modern world, and with which to consider how to assign responsibility to diverse co-perpetrators and participants of the crimes. The ultimate goal of this course for each student to apply the legal tools to be acquired from the course in producing an original research paper on an episode of modern-day genocide, slavery, or other forms of mass atrocity of his or her choosing. To facilitate the production of research papers, this course will provide students with “LibGuides,” i.e. guides to useful resources that are available at the UHM library and especially in the Government Documents Collection, the Hawai’i & Pacific Collection, and the Asia Collection.

**Requirements:**

- Research proposal (1,000 words)
- Research paper (approximately 3,000 words)
- Regular attendance and participation in class discussion

**Readings:**

- Serge Brammertz and Michelle Jarvis, *Prosecuting Conflict-Related Sexual Violence at the ICTY* (e-book available at the UHM library website)
- Additional readings (to be posted on Laulima)

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

**Instructor TBA**

**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.

Readings:
- To be announced.

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**HIST 312  History of China (Late Imperial China: Ming & Qing)**

Davis, Ned

**Content | Requirements | Readings:**

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. 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.

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

McNally, Mark

**Content:**

This course covers the major developments of Japanese history from roughly the year 1700 to about the year 1990. The focus is on the political, social, cultural, and intellectual aspects of change for the period.
HIST 323/ASAN 323  Way of Tea in Japanese History & Culture  
*Focus: OC*  Stalker, Nancy

**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 understanding of ceramics, calligraphy, flower arrangement, architecture and gardens, among other areas. Furthermore, the 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 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.

**Readings:**

- To be announced.

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HIST 332  Ancient Greece II  
*Focus: OC*  Schwartz, Saundra

**Content:**
This course will focus on the study of Greek civilization from its earliest manifestation until the end of the Peloponnesian war. This was a formative period in political history, as independent city-states (poleis) throughout the Aegean, Black, and Mediterranean Seas created guidelines for how communities could live—and fight—with each other. We will use a variety of primary sources to understand how the Greeks understood themselves, others, and their place in the world.

To bring this complex and fluid period to life, everyone will participate in a historical simulation game from “Reacting to the Past” (http://reacting.barnard.edu). You will be given a description of your role that will give you a specific lens through which to consider the events of Athenian history. Once the game begins, you will work individually and in teams to debate the future of the entire community.

Requirements:
Midterm, final, two papers (4 pages), two oral presentations (5-8 minutes)

Readings:
- Ober, Norman, and Carnes, *The Threshold Of Democracy: Athens in 403 B.C.*
- Plato, *The Republic*

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**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.

**Readings:**
- Dante Alighieri, *Portable Dante*, ed. and trans. Mark Musa. Print or ebook. UHM ebook versions also available.
Content:

Economics 341 and History 340 introduces students to some of the many relationships between History and Economics by focusing on a series of modern case-studies in the field of “Economic History,” rather broadly defined. The field includes traditional economic issues, such as employment, capitalism, growth, and poverty, and additionally seeks to see the continuities and discontinuities within context across time and space in terms of less traditional topics, such as culture, race, and gender, topics of more common interest to other historians.

Our case-studies are “modern” ones, or those unfolding since the 1750s, or so, including: the debate about the origins of capitalism, or market society; historical and theoretical critiques and alternatives to capitalism; 18th- and 19th-century definitions, approaches, and policies regarding poverty and the poor as industrialization was unfolding; comparative industrializations in Western Europe, Russia/Soviet Union and parts of Asia; America’s “War on Poverty” in the 1960s and 1970s; and the Great Depression of the 1930’s.

Readings, lectures, and assignments consider the economic histories of nations and societies, including, but not limited to, Great Britain, France, Germany, Russia & The Soviet Union, China, Japan, India, and the United States. In doing so, we work to find what differentiated their economic histories and what those histories shared. We also consider the economic connections among such nations and societies. Some of the topics will suggest ways to think about comparative economic growth and development, as well as the contours of globalization since around 1750 C.E., or so. Students are encouraged to take a comparative approach to common questions, such as how different societies industrialized and responded to domestic poverty.

Please be prepared to engage both primary and secondary sources. Those readings and the case-studies suggest how we might do so to integrate History and Economics in a more ‘total’ study of society and the past, including the modern transition to capitalism, or “the economic revolution” of the market, and its historical development over the past several centuries; the process of industrialization and the birth of modern society; questions of wealth, poverty, and equality; explanations for uneven development within and among nations; and a series of modern economic crises, including the Great Depression of the 1930s.

Requirements:

- No examinations.
- Three sets of open-note, open-book Study Questions, to be answered in full paragraphs each. These questions address the readings and lectures, and do not require any additional research.
- Two “Historical Definitions” assignments in which students identify and discussion five
different terms from a list of 12-15 terms.
- Screening and discussion of “The Africans: Tools of Exploitation”
- 5 pp final project using primary and secondary sources on a topic of the student’s own choosing.

Readings:
- Michael Harrington, The Other America
- Peter N. Stearns, The Industrial Revolution in World History
- John Galbraith, The Great Crash 1929
- Additional required readings will be posted on our Laulima site.

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**HIST 352  France and Empire**

*Focus: WI  Lauzon, Matthew*

*Content:*
This course examines forms of imperialism and colonialism in French history from the Renaissance to the present. Topics include imperial rivalries, symbols, and fantasies, Enlightenment debates about the merits of colonialism, the relationship between empire and modernity, colonial and imperial violence, the importance of colonial empire to metropolitan economies, cultures, and politics, decolonization, and post-colonialism.

*Requirements:*
- To be announced.

*Readings:*
- Aldrich, Greater France: A History of French Overseas Expansion [recommended]

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**HIST 366  Women in Oceania**

*Focus: HAP, WI  LaBriola, Monica*

*Content:*
This course uses reading, research, and writing instruction to explore historical processes that have impacted Indigenous women in Oceania and women’s engagements with those processes over time, with an emphasis on women’s voices, agency, and empowerment. Topics may include historiography; gender and sex; matrilineality; genealogy, orality and oral traditions; women’s sacred power; land and power; divisions of labor; women’s wealth and exchange; third gender identities; foreign representations of exoticism and eroticism; foreign and domestic violence; women in leadership, protest, and resistance; women and the environment; and women in activism and the arts. We will consider these topics through primary and secondary source readings authored by and about Pacific Islander women, and through writing assignments, including a research paper.
HIST 386 Caribbean History
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.

Readings:
To be announced.

HIST 396B Historical Theories and Methods
Focus: WI
Lauzon, Matthew

Content:

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

**Readings:**
- Brundage, *Going to the Sources: A Guide to Historical Research and Writing*

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**HIST 404**  
**Rivers, Seas, & Society in SE Asia**  
*Focus: WI, ETH*  
*Andaya, Leonard*

**Content:**
Southeast Asia contains two of the largest archipelago nations in the world in Indonesia and the Philippines, as well as an extensive coastline in mainland Southeast Asia. In addition, it also has one of the longest rivers in the world, the Mekong, which flows from China into five Southeast Asian countries: Burma (Myanmar), Laos, Thailand, Cambodia, and Vietnam. Other important river systems in both mainland and island Southeast Asia make rivers and the connecting seas a very important factor in the lives of Southeast Asian societies. Their belief systems, literature, and socio-economic ideas have evolved through their interaction with water in its salt, fresh, and brackish forms. This course focuses on this dynamic resource as a way of understanding how it helped shape Southeast Asian society over the centuries.

**Requirements:**
1. Two quizzes, each worth 20% (40%)
2. Responses to five ethical issues, each worth 5 % (25%)
3. Completion ON TIME of quizzes and all five responses to the ethical issues (5%)
4. Final exam (30%)
5. Satisfactory completion of all required assignments, including Final Exams

**Readings:**
Students will be responsible for doing the assigned reading for each week. “Further readings” and “General References” are recommended for those with special interest in the topic and for those wishing to write their essays on the subject.

Electronic versions of all assigned readings will be shared with the class, and no books or articles are required for this course.

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**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.

Readings:

- Spence, *The Search for Modern China*

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**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:

- 32 discussion postings, fifteen 1-page essays, 1 midterm essay exam, and a final essay exam.

Readings:

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*
- *Visions of Ryūkyū*

NOTE: Course readings will be available through Laulima – no books for purchase.

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**HIST 429  War Crimes Trials in History**

*Focus: WI*  
Totani, Yuma

Content:

Since the establishment in the 1990s of UN-sanctioned *ad hoc* international criminal
tribunals to prosecute those who were responsible for mass atrocities in the former Yugoslavia and Rwanda, the post-WWII Allied justice initiatives against the Axis Powers (1945-1951) have been hailed as the foundational events in the historical development of international criminal justice. What exactly, though, were the legal, historical, and jurisprudential accomplishments of the Allied war crimes trials? Were there shortcomings, too, which might warrant the oft-raised criticisms of “victor’s justice”? What lessons did the international community gain from the Allied war crimes trials when seeking to strengthen the international criminal justice system in the post-Cold War era? How about the United States, which has championed the cause of international justice since the time of Nuremberg and Tokyo Trials (1945-1949), and which, however, met criticisms for its own conduct during the Vietnam War and the post-9/11 war on terror? This course will attempt to find answers to these questions by analyzing the records of a representative range of Allied war crimes trials and the accounts of more recent criminal proceedings relating to Vietnam, Guantanamo, Rwanda, and the former Yugoslavia. The ultimate goal of the course is for each student to produce an original research paper on a course theme or topic of his or her choosing.

Requirements:

- Research proposal (1,000 words)
- Research paper (approximately 4,000 words)
- Regular attendance and participation in class discussion

Readings:

- Judgment of the International Military Tribunal (available online)
- Judgment of the International Military Tribunal for the Far East (available online)
- The Yamashita Case Decision (available online)
- Additional readings (to be posted on Laulima)

HIST 430/CLAS 430 Persia, Greece, & Rome in the Classical Age

Focus: OC, WI  Schwartza, Saundra

Content:

This course will focus on the interaction between the Achaemenid and Parthian Empires of Persia and the societies of the Mediterranean—namely, the Greek city-states, Macedonia, the Hellenistic and Roman Empires. We will use a variety of primary source readings in order to understand how the Persian and the Greco-Romans other civilizations understood—or misunderstood—each other. Special attention will be given to the objective comparison of the political, military, administrative, and religious structures between these two regions.

In order to bring the complex dynamics of these cultures to life, everyone will participate in a historical simulation game from “Reacting to the Past” (http://reacting.barnard.edu), “The Last Achaemenid King: Agbatana, 331.” The game begins after Alexander has
conquered the last of Persia’s four capitals; however, Darius, the Persian King, remains at large. In the game, you will confront questions of kingship, physical and cultural geography, and the role of religion. In the game you will be given a specific role that will give you a specific lens through which to consider the events of Alexander’s campaign to create an empire ruled by both Persians and Macedonians. Once the game begins, you will work individually and in teams to debate the future of what may be the greatest empire of its time.

Requirements:
Midterm, two written speeches (4 pages each), term paper (10 pages)

Readings:
- Green, *Alexander of Macedon*, 356-323 B.C.
- Herodotus, *The Landmark Herodotus*
- Arrian, *The Landmark Arrian*
- Xenophon, *The Expedition of Cyrus*

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**HIST 433**  
**Medieval Cultures**

**Focus: ETH**  
Jolly, Karen

**Content & Requirements:**

HIST 433 is a topical course on medieval cultures with an Ethics focus. For Spring 2022 the topic is the global Middle Ages. The idea of a “Middle Ages” emerges from a western European historical narrative looking back to define a temporal space after the classical Graeco-Roman eras and before the Renaissance and/or Enlightenment onset of modernity. In popular discourse, the adjective medieval is synonymous with “dark ages,” an absence of light. European and American colonialism applied this medieval construct to other cultures around the globe, not only to define the period roughly 500-1500 CE but also to designate a particular state of cultural development as backward, uncivilized, savage, and barbaric, and therefore in need of modernizing/westernizing.

Using an Ethics historiography, we will question the assumptions underlying this historical concept of the medieval in two ways: 1) examining a counter-narrative of medieval European history as “bright” rather than dark; and 2) exploring global interconnectedness in the era 500-1500. The base textbook, *The Bright Ages: A New History of Medieval Europe* offers a new narrative for an interconnected global medieval era. The other books on the reading list offer glimpses from outside the traditional geographic and temporal frameworks, including Asia, Africa, and the Americas. Ethics topics include globalization, racism, inter-religious dialogue, and militarism (crusades and holy wars).

Weekly class sessions involve discussion instead of lectures. Students are expected to do the assigned reading before class and come prepared to engage with the issues. In addition to participation, grading is based on a series of reading response papers and a final research paper.
Readings:

- Other articles and essays uploaded to Laulima

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**HIST 434**

**History of Christianity to 1500**

López Lázaro, Fabio

**Content:**

Historical analysis of the main traditions of Christianity and elements of diversity within Europe and in relation to other parts of the world. Focus on the interpretation of primary sources and discussion of cultural issues.

**Requirements:**

To be announced.

**Readings:**

- Madigan, *Medieval Christianity: A New History*

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**HIST 446**

**Europe 1914-1945: War & Peace**

Hoffenberg, Peter

**Content:**

History 446 invites students to consider the many relationships among war, peace, and revolution in Europe, starting with the Great War in August 1914 and ending with the immediate legacies of World War II in 1945. We will chart the ways in which nations, societies, experiences, memories, and ideas converged during these decades to reduce Europe to ashes and, in doing so, establish a foundation for the birth of a “new” Europe after 1945. What changed and did not change as a result of wars, revolutions, and the
struggle for peace? What are some of the enduring legacies of those years?

The focus will be on the major countries, including Germany, Spain, Russia and the Soviet Union, Britain, France and Italy, and major events and organizations, including, but not limited to the two World Wars, the Great Depression, the Soviet Revolution, the Shoah, peace treaties/conferences and the League of Nations. Students are encouraged to consider a variety of questions, such as the nature of civilian life during the World Wars, the origins of war and how peace was secured, issues of strategy, tactics and technology, and revolutionary politics and ideologies between and during the Wars.

Requirements:

- No examinations.
- Three 3 pp review essays in which students engage a major historical question.
- One 10-12 pp final research paper on a topic chosen by the student.
- Screening and discussion of “Grand Illusion,” Jean Renoir, France, 1937.
- Screening and discussion of “Night and Fog,” Alain Resnais, France, 1955

Readings:

- Ian Kershaw, *To Hell and Back, Europe, 1914-1949*
- Sheila Fitzpatrick, *The Russian Revolution*
- Sigmund Freud, *Civilization and its Discontents* [Sinclair Reserve PC#453]
- Primo Levi, *Survival in Auschwitz*

**HIST 451C**  
**History & Literature: Europe (Urbanization & Empire: Consumerism, Technology & Urban Space)**

Matteson, Kieko

Content:

This course explores dramatic developments in technology, urbanization, consumer culture, and the built environment in the nineteenth century. Drawing on a range of dynamic and engaging novels set in Chicago, London, and Paris, as well as a range of influential historical studies and cultural analyses, the course examines the impacts of rapid mechanization, industrialization, and new urban systems from the 1810s onward, from sewage treatment, electric lighting, and expansive boulevards, to mass transportation, shopping emporiums, and leisure attractions. Hand-in-hand with the nineteenth-century rise in mass consumption and bustling business economies came widening social inequality, new forms of crime, far-reaching ecological change, and the political and regulatory challenges of housing, feeding, and keeping densely packed populations healthy. Through discussion, reading responses, group presentation and
artifact analysis (e.g., films, photographs, obsolete machines), students will examine the ways these formative challenges have been understood in the literary imagination and gain a deeper understanding and appreciation for their lasting impacts in the present.

Requirements:


Readings:

• Virginia Woolf, *Mrs. Dalloway* (Norton Critical Editions, Anne Fernald, ed.)
• Emile Zola, *Au Bonheur des Dames* (*The Ladies’ Delight*)
• Erik Larson, *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America*

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**HIST 451E**

**History & Literature: World/Comp – History of the Future**

**Focus:** WI

**Zelko, Frank**

**Content:**

According to geologists, our current epoch is the Holocene. But over the past decade, an increasing number of scientists and historians have argued that the epoch should be more accurately called the Anthropocene—the epoch of humans. We are now the major geological force on the planet, and our activities have impacted its entire structure, from the atmosphere and the oceans, to its soils, freshwater systems, and all biological life forms. This course will examine how writers—primarily historians, scientists, journalists, and novelists—have tried to understand this development and how they have helped to shape a new “Anthropocene discourse.” What are the historical forces that got us here? What is it about the nature of humans that enabled them to so thoroughly dominate the planet? And based on historical developments and current trends, where are we heading over the next few decades, centuries, and millennia?

**Requirements:**

Weekly reading and discussion, book reviews, final essay.

**Readings:**

• Alan Weisman, *The World Without Us*
• Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*
• Margaret Atwood, *Oryx and Crake*
• Paulo Bacigalupi, *The Water Knife*
HIST 464  
Transformation of America: 1877-1920

Kraft, James

Content:
This course offers an in-depth study of several interrelated patterns and processes that reshaped American society during the late-nineteenth and early-twentieth centuries. The course is organized around selected topics and themes, such as industrialization, urbanization, class conflict, race relations, and World War I. Students are expected to play an active role in the course by making weekly contributions to class discussions and projects.

Requirements:
To be announced in class.

Readings:
- To be announced.

HIST 473 / AMST 432  
Slavery and Freedom

Daniel, Marcus

Content:
Examines the history of slavery, race, and abolition in the Americas from a comparative, global perspective, and traces the legacy of slavery in the post-emancipation societies of the New World.

Requirements:
To be announced.

Readings:
- To be announced.

HIST 477/AMST 431  
History of American Workers

Kraft, James

Content:
American workers have had many faces: the skilled artisan, the plantation slave, the female domestic, the “white collar” employee and more. What have these workers had in common? What kind of work did they perform and how has it changed over time? How have they responded to changes in the work environment? What role has government
played in shaping that environment? What problems do American workers face today? This course explores these and similar questions.

Requirements:
To be announced.

Readings:
- Dubofsky & McCartin, *Labor in America: A History*

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**HIST 482**

**Histories of Oceania II**

*Focus: HAP, ETH*

Foukona, Joseph

**Content:**
This course examines the history of protest movements during the colonial and “post-colonial” eras as responses to empire expansion in Oceania. The course will pay attention to ethical issues that arise in relation to resistance to colonialism, decolonization, sovereignty struggles and nation building challenges, with emphasis on Hawaiian experiences and how this intersects across Oceania. Lectures, reading materials, archival documents and films will be used as resources to prepare students to address key questions such as: how the protest movements were formed, what did they do, what did they accomplish, how were they perceived, how were they documented, how they were written about and who wrote about them. By addressing these questions, students will be exposed to Pacific historiography that raise ethical issues around politics, race, socio-cultural construction and bias. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Requirements:
To be announced.

Readings:
To be announced.

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**HIST 485**

**History of 20th Century Hawai‘i**

*Focus: HAP*

Rosa, John

**Content:**
This course necessarily starts with the turbulent political events of the late 19th-century – namely, the overthrow of Queen Lili‘uokalani and the annexation of the islands to the U.S. by a joint resolution of Congress. In covering the territorial period (1898-1959), it examines labor immigration, the continued development of a plantation society, and the
impact of World War II in the islands. The last third of the course examines the statehood period (1959-present) when military and federal spending along with the visitor industry replaced agriculture as the main sectors of Hawai‘i’s economy. The course also covers social and cultural movements in history by examining social protests and the Hawaiian Renaissance of the late 20th century.

Requirements:
To be announced.

Readings:
- To be announced.

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**HIST 496 Senior Tutorial in History**

*Focus: WI*  
Andaya, Leonard

**Content:**
The aim of this course is to assist students in the preparation and writing of a senior thesis. In the initial meetings there will be an emphasis on the mechanics of writing an extended work of history and a review of historiographical approaches. The students will then suggest a topic of research for their senior thesis and defend their choice in a short presentation to the class for critique. Each student will consult individually with the lecturer in the process of research, writing, and in the preparation of an oral presentation of their thesis findings. The senior thesis will be the culmination of the course and will be due on the last day of classes.

Requirements:
1. Follow instructions given by the instructor, including changes to the schedule, sent through Laulima. Students are responsible for any announcements made for this course and posted through Laulima. This will include emails sent to your hawaii.edu address. You must always check your hawaii.edu mail, even if you use another email address more often.
2. Satisfactory attendance, class participation, and completion of class assignments
3. One- or two-page written response to assigned class readings to be submitted by email attachment to the instructor before the class meeting, preferably on the previous day or in the morning of the day of the class meeting.
4. An initial draft of the senior thesis
5. An oral, powerpoint presentation to the class on the findings of the senior thesis
6. A senior thesis of between 15 and 25 pages, double-spaced, font 12, with footnoting and bibliography

**Readings:**
The required book for this course is Richard Marius and Melvin E. Page, *A Short Guide to History*. Chapters of this book will be discussed in some of the sessions of the course and will be a handy guide in the research and writing phases of the senior thesis. Other
readings will be available either in the course reserves or embedded in Laulima.

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<th>Course Code</th>
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<td>HIST 496</td>
<td>Senior Tutorial in History</td>
<td>Daniel, Marcus</td>
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**Focus: WI**

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

**Requirements:**
To be announced.

**Readings:**
- To be announced.
GRADUATE COURSES

HIST 610  
Topics in World History  
López Lázaro, Fabio

Content:
Selected themes—feudalism, economic and industrial development, etc.—important in global history.

Requirements:
- To be announced.

Readings:
- To be announced.

HIST 658  
Seminar in Modern Southeast Asian History  
Lanzona, Vina

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

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

Requirements:
- To be announced.
HIST 665D Seminar in Japanese History: 1868-pres
Stalker, Nancy

Content:
This seminar focuses on Japan from the late 19th century through the 20th century, investigating how Japanese "modernity" (or modernities) have been interpreted by historians and other scholars of Japan. Course readings will be both historiographical and thematic, examining how approaches to political, cultural, religious, and imperial modernities have evolved over the last several decades.

Requirements:
- To be announced.

Readings:
- To be announced.

Themes:
- Imperialism and Colonialism; Cultural

HIST 667B Seminar in Korean History: Reading
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.

Readings:
- The instructor will communicate about the reading list.
Themes:

- Imperialism and Colonialism
- Cultural
- Intellectual
- Labor, Class, and Capital

HIST 675E  
Seminar in Pacific History: 20th Century  
Land, Law, and Decolonization  
Foukona, Joseph

Content:

This graduate seminar class will examine the 20th and 21st century struggles of Pacific Islanders through land, law, and decolonization. Despite foreign colonization, Pacific Islanders still asserted their rights and identity in various ways, from protest movements across, and beyond the region, to adaptation. We will discuss features of land and law prevalent in the Pacific region, and how this influences decolonization after World War II, which Cold War geopolitics and economic dependency have often hindered, and the challenges Oceania states and territories face in terms of nation-building and “development” in a globalized arena.

Requirements:

- To be announced.

Readings:

- To be announced.

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

Content:

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

Requirements:

- To be announced.

Readings:

- To be announced.