

**DEPARTMENT OF HISTORY  
COLLEGE OF ARTS, LANGUAGES & LETTERS  
UNIVERSITY OF HAWAI‘I AT MĀNOA**

*Course Descriptions  
Fall 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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## **HIST 151**

## **World History to 1500**

*Foundations: FGA*

Schwartz, Sandra

### 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.

### Readings:

- To be announced.

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## **HIST 151**

## **World History to 1500**

*Foundations: FGA*

Wang, Wensheng

### Content:

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.

History 151 is designed to fulfill the requirement related to ‘Global and Multicultural Perspectives’ as part of UHM’s Foundations in General Education (FG).

Requirements:

To be announced.

Readings:

- To be announced.
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**HIST 151**

**World History to 1500**

*Foundations: FGA*

López Lázaro, Fabio

Content:

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

Requirements:

To be announced.

Readings:

- Smith, Van De Mieroop, von Glahn, and Lane, *World in the Making: A Global History, Volume One: To 1500*
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**HIST 151**

**World History to 1500**

*Foundations: FGA*

Davis, Ned

Content:

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

Requirements:

To be announced.

Readings:

- To be announced.
- 

**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, memories and consequences of war and peace, since around 1450, or so. How and why do wars start and how and why do they end? What causes peace, whether temporary or enduring?

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, cultural values, ideas and the creation of “the modern world.” That means we need to wrestle with defining “war” and “peace” in historical contexts. Doing so will invite us to ponder treaties, poetry, descriptions of battles, and memorable essays explaining war and resistance to war, or “why war, and why not peace?” Among the authors of those essays are Montaigne (16th-century France), Henry David Thoreau (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 and 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 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.

In between, you are encouraged to engage a variety of compelling historical questions, including, but not limited to: How have men and women defined war and peace in different societies and polities, including nations? What caused particular wars and what forces resulted in their formal endings with treaties? What efforts over time and place since the sixteenth century have been made to control, manage or even eliminate war? What are the many relationships among violence, culture and society? Are civil wars meaningfully different than other types of conflicts? How have war and peace shaped the relationships between The East and The West and, in turn, helped forge geo-political regions, such as “The Americas?” How were revolution, nation-building and war connected? How were war and empire-building connected? What roles do individual and collective memory play in how war and peace are represented and understood?

#### Requirements:

No examinations. Readings, discussions, study question assignments, “Historical Definitions” assignments, and one final 3 pp. essay.

#### Readings:

- Bentley, Ziegler and Streets-Salter, *Traditions and Encounters: A Brief Global History*, Vol. 2: 1500 to Present
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**HIST 152****World History since 1500***Foundations: FGB*

Bertz, Ned

Content:

This course examines the making of the modern world through studying human interactions across global regions in historical perspective from 1500 CE to the present. Lectures and readings will present integrated frameworks of political, social, economic, and cultural dimensions of 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 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.

Readings:

Reading material will include primary accounts such as a slave's narrative autobiography, a famous political manifesto, and a historical novel. A secondary account on transnational slavery and an optional world history textbook will contextualize the original sources, most of which will be available for free through UHM's online library.

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**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:

- Textbook \$0 course. All readings and other resources (films, etc.) will be available for free via Laulima.

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**HIST 232**

**Modern European Civilization 1800-**

*Focus: WI*

Matteson, Kieko

Content:

This course surveys the dramatic events that have shaped Europe from the start of the French Revolution in 1789 to the military and political instabilities of our present moment. Through readings, discussions, lectures, and written assignments, we will examine the origins and effects of enduringly influential developments, from industrialization, nationalism, urbanization, imperialism, to social and labor movements, technological change, the rise of consumer culture, World Wars I and II, the Cold War, and the formation of the European Union. Only a couple of years ago, in solemn ceremonies emphasizing peace and unity, the nations of Europe commemorated the 75th anniversary of the end of WWII (in 2020) and the centennial of the end of WWI (in 2018). Today, however, the continent is grappling with a dismaying return of bloodshed and the renewed specter of nuclear war. Challenged by growing political and religious extremism, public health and environmental crises, and now, the Russian assault on Ukraine, the future of "liberty, equality, and brotherhood" is not as certain as it once was. Will Europe as a political, economic, and humanistic ideal survive in the 21st century? Emphasizing the themes of transformation, war, and crisis as well as cooperation, creativity, and resilience, this course will provide critical historical context for understanding Europe's current climate and future prospects.

Requirements:

Quizzes, blog-based reading responses, two short essays, final exam.

Readings:

- Erich Maria Remarque, *All Quiet on the Western Front* (1929; use transl. by A.W. Wheen)
  - Irène Némirovsky, *Suite Française* (Vintage, 2007) (novella #1 -- "Storm in June")
  - Jan T. Gross and Irena Grudzinska, *Golden Harvest: Events at the Periphery of the Holocaust* (Oxford University Press, 2012)
-

**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:

To be announced.

Readings:

- To be announced.
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**HIST 282****Introduction to American History**

Instructor TBA

Content:

Interpretive survey from 1865 to the present.

Requirements:

To be announced.

Readings:

- To be announced.
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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.

Readings:

- To be announced.

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**HIST 288**

**Survey of Pacific Islands History**

*Focus: HAP, WI*

Foukona, Joseph

Content:

This course offers a survey of the major events, themes, and issues that make up diverse histories of the Pacific Islands region, including Hawai'i while exploring the intersections between Pacific Islander and Native Hawaiian histories and historiographies. We will begin by considering Pacific geographies, islands, navigation, trade, tradition, epidemic, geopolitics, nationalism, and independence. We will consider such themes as indigenous historiography, migration, settlement, networks, cultural changes and encounters, colonialism, resistance, global conflict, and postcolonialism 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. This course has been approved to fulfill the Hawaiian, Asian & Pacific (HAP) and Writing Intensive (WI) focus requirements.

Requirements:

- Weekly synchronous zoom sessions
- Online forums
- Primary source analysis
- Civic engagement activity
- Essay project

Readings:

- Course readings will be provided by the instructor via Lulima.

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**HIST 296**

**Topics in History: Introduction to Japan**

*Focus: WI*

Stalker, Nancy

Content:



This interdisciplinary course introduces students to Japanese history, society, and culture, beginning with prehistoric times and continuing to the present age. We will follow a chronological format, focusing on how Japanese who lived during different historical periods created particular political, social, cultural, and religious systems to realize their beliefs and values. In addition to the main textbook, course materials will include literature, historical documents, art, and film.

Requirements:

- To be announced.

Readings:

- Stalker, *Japan: History and Culture from Classical to Cool*

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**HIST 296**

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

*Focus: WI*

Totani, Yuma

Content:

World War II was a cataclysmic event that set in motion the irreversible trend of decolonization throughout the Asia-Pacific region. However, the outbreak of political power struggles from within and the Cold War from without complicated the nascent Asia/Pacific nations' paths to independence. Peace and prosperity also remained elusive with the exception of Japan, which made a rapid transition from a vanquished nation to a developed and affluent democratic country. How can one explain the differential paths of the Asia/Pacific countries to independence and prosperity? Did World War II play any role in defining the varied historical processes of national development? Above all, what lies ahead for the people of Asia and the Pacific who continue to strive in the twenty-first century for the attainment of peace, prosperity, and personal freedom?

This seminar explores the foregoing questions thematically and by way of case studies, focusing especially on the experiences of Japan, China, and ASEAN countries. The ultimate goal of this course is for each student to produce a research paper on a course-related topic of his or her own choosing.

Requirements:

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

Readings:

A selection of primary and secondary sources (to be posted on Laulima).

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**HIST 305****History of Southeast Asia***Focus: WI*

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:

- Map test worth 10%
- Two quizzes, each worth 15% for total of 30%
- 6-8 page essay worth 20%
- Final exam worth 40%

Readings:

The main text of the course is Barbara Watson Andaya and Leonard Y. Andaya, *A History of Early Modern Southeast Asia* (Cambridge: Cambridge University Press, 2015). The relevant sections will be made available electronically.

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

Davis, Edward

Content:

History 311 will introduce the student to the history of China from the Neolithic through the early Tang dynasty (8<sup>th</sup> c. AD). The lectures will focus on the institutional, cultural, and social history, and in particular on the development of a state and a political culture that still prevails today. 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 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:

A take-home midterm and a take-home final.

Readings:

- To be announced.

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**HIST 322**

**History of Japan**

Stalker, Nancy

Content:

This course covers Japanese history from the eighteenth century to the twenty-first century. During this period Japan experienced rapid change, a transformation from a feudal, agrarian country into a modern nation-state and economic superpower. The class format will include lectures, discussions, and films. Lectures and the textbook will provide historical context for the additional reading assignments, which include historical documents, short stories and fiction, oral histories and other forms of nonfiction that address social and cultural experiences. Films will include both documentaries and narrative accounts of historical events.

Requirements:

To be announced.

Readings:

- Gordon, *A Modern History of Japan from Tokugawa Times to the Present*

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**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:

To be announced.

Readings:

- All readings available as digital files with no cost.

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**HIST 333**

**Ancient Rome: The Republic**

*Focus: OC*

Schwartz, Sandra

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 aftermath of the assassination of Julius Caesar through an immersive role-playing game from "Reacting to the Past" (For information, go to <http://reacting.barnard.edu>). Each participant will receive a role sheet providing a specific lens through which to consider the events of Roman history. Once the game begins, you will work individually and in teams to debate the future of the Roman Empire.

Requirements:

To be announced.

Readings:

- To be announced.

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**HIST 342/ECON 342**

**History of Economic Thought**

Hoffenberg, Peter

Content:

Economics and History 342 invites students to consider the many relationships between History and Economics in light of the development of major economic theorists and their

ideas, since around 1700, or so. In doing so, we will also consider the connections between the history of economic thought and wider political, social, and ethical questions, such as policies towards the poor and the roles of government in the economy. What can the history of economic thought tell us about the modern world and modern society itself? What are the relationships between economic thought and questions of equality, freedom and globalization?

We will read, discuss and write about what Robert Heilbroner famously entitled the “worldly philosophers,” most notably, but not exclusively, in Great Britain, Europe, and the United States. Specific lecture, discussion and reading topics include: how we might integrate Economic thought in our study of the past, ideas and public policy; a comparison of how major theorists thought about significant common problems, such as prices and work; specific schools of economic thinking, among which were Mercantilism, Free Trade Liberalism, Marxism and Socialism; the relationship between the history of economic thought and crises, including famine and the Great Depression; and the relationship between economic thought and the problem of poverty among and within nations. Students interested in the current discussion of globalization will also find in our readings, lectures and discussions significant antecedents, analogies and origins in the major economic theorists and their ideas.

Readings include both primary and secondary sources, as students are encouraged to actively engage the various dimensions of modern economic thought and the historical development of that thought. Lectures, readings and assignments are generally chronological, although some will be organized around themes and case-studies.

Requirements:

- No examinations
- Weekly readings
- Four (4) sets of study questions
- One 5-page final project

Readings:

- Heilbroner, *The Worldly Philosophers*
- Galbraith, *The Great Crash*

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**HIST 345**

**France in the Old Regime**

*Focus: WI*

Lauzon, Matthew

Content:

This course will examine the characteristics that marked the old regime as distinct from the world the French Revolution created. The course, however, will also take seriously Alexis de Toqueville's famous suggestion that the seeds of European modernity were already being sown in the centuries before the Revolution. The course therefore also will examine the period as one of significant historical changes. Students will discuss major social, cultural, religious, political, and intellectual developments in western Europe from 1500 to 1789. The focus will be primarily on France but the course may occasionally draw comparisons and contrasts with Britain as an alternative old regime society.

Requirements:

To be announced.

Readings:

- To be announced.

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**HIST 354**

**Introduction to Islamic History**

López Lázaro, Fabio

Content:

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

Requirements:

To be announced.

Readings:

- To be announced.

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**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.

Readings:

- To be announced.

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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 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. This course fulfills the Hawaiian, Asian, and Pacific Issues (HAP) and Writing Intensive (WI) focus requirement.

Requirements:

- Required weekly synchronous Zoom sessions
- Forum posts and biography project in fulfillment of the Writing Intensive (WI) focus designation
- May include one field trip to Queen Emma's Summer Palace (TBD)

Readings:

- Jetñil-Kijiner, Kathy. *Iep Jaltok: Poems from a Marshallese Daughter*. Tucson: The University of Arizona Press, 2017. (Ebook available free via UHM Library)
  - Weekly readings via UHM Library and Laulima
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**HIST 396B****Historical Theories & Methods***Focus: WI*

Kim, C. Harrison

Content:

Examination of the nature of historical understanding, research, and writing, and of recent trends in historical scholarship; preparation for senior thesis, including significant discipline-specific writing instruction.

Requirements:

- To be announced.

Readings:

- All readings available as digital files with no cost.
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**HIST 401/SUST 401****History of the Indian Ocean World**

Bertz, Ned

Content:

This course revolves around the idea that the Indian Ocean world, created over time through oceanic interactions and imaginations, constitutes a coherent unit of historical analysis. We will examine the Indian Ocean through the sweep of global history, sailing in a thematic fashion with a focus on how transoceanic exchanges have shaped the lives of people who lived near the sea and whose existence was affected by the rhythms of the monsoon. A central theme of the course will involve the relationship between people and the sea, including through transport, the use of maritime resources, and the cultural manifestations of the ocean in everyday life. The ocean's own nature shaped Indian Ocean interactions for centuries, at least up until the industrial revolution. For more recent centuries we will examine the changing nature of the ocean due to overexploitation and climate change, ending the semester by assessing what human interventions might be necessary to assure the sustainable future of the Indian Ocean. Other topics to be considered include the role of religions in connecting the region; the collision between indigenous ways of life and the intrusion of European imperialism; individual actors such as pirates, slaves, sailors, and merchants; port towns as centers of cosmopolitan contact; the scattering of diasporas around the oceanic rim; literature, film, and other aspects of Indian Ocean world cultures; nationalism, race, and identity; sexuality, gender, and love; and, finally, nation-states and globalization in the future of the Indian Ocean world.

Requirements:

To be announced in class.



Readings:

Most readings will be scholarly articles and historical primary sources provided by the instructor on Laulima, in addition to a non-fiction travel account, a historical novel, and a textbook providing context on Indian Ocean history.

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**HIST 406/ASAN 406**

**Modern Philippines**

Abinales, Patricio

Content:

For more information, please contact the Center for Philippine Studies ([cps@hawaii.edu](mailto:cps@hawaii.edu)).

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**HIST 411**

**Society and Culture in Traditional China**

*Focus: OC, WI*

Wang, Wensheng

Content:

This upper division course provides a broad survey of Chinese social and cultural history over the long period from the Tang-Song transition (ca. 800AD) to the collapse of Qing rule (1911AD). 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.

Readings:

- To be announced.
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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 Fall 2022

the topic is the global Middle Ages as an alternative to the “dark ages” approach to pre-modern Europe seen in isolation.

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.
- 2) exploring global interconnectedness in the era 500-1500.

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 portfolio project.

#### Readings:

Gabriele, Matthew and David M. Perry. *The Bright Ages: A New History of Medieval Europe*. New York: HarperCollins, 2021. Available at UH bookstore or as an ebook.

Hansen, Valerie. *The Year 1000: When Explorers Connected the World--And Globalization Began*. New York: Scribner, 2020. Available at UH bookstore or other sellers.

#### Other Readings:

Fauvelle, François-Xavier. *The Golden Rhinoceros: Histories of the African Middle Ages*. Princeton: Princeton University Press, 2018. UHM library ebook.

Heng, Geraldine. *The Invention of Race in the European Middle Ages*. Cambridge, 2018. UHM library ebook.

Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. 2<sup>nd</sup> ed. New York: Knopf Doubleday Publishing Group, 2006. Recommended for purchase; we will be reading selections.

Articles and essays uploaded to Laulima.

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## **HIST 452D**

## **History & Film: Asia/Pacific – Samurai of Japan**

McNally, Mark

#### Content:

Explores the many relationships between history and film including how film has reflected and shaped society in the past and our relationship to the past.

Tentative Requirements:

1-page essay per film, midterms and final exam.

Readings:

All readings will be available for free as PDFs, but a subscription to HBO Max will be necessary for the films.

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**HIST 452E/ACM 452E**      **History & Film: World/Comparative**  
**The End is Nigh!: Apocalyptic Anxiety in the Cinema**  
Zelko, Frank

Content:

Humans have always had an anxious relationship with the future and disaster frequently seems to be just around the corner. Apocalyptic thought is evident in ancient mythologies and biblical texts, medieval prophecies, and the eschatology of contemporary cults and religions. The gods, it seems, are always angry, and if we don't repent the future looks grim. Even supposedly rational scientific worldviews frequently veer into apocalypticism. It's no surprise that our major art forms have long reflected such fears, none more vividly than cinema. *The End is Nigh!* will examine how filmmakers have depicted apocalyptic anxiety and how those depictions reflected and were influenced by broader historical currents. The major themes include: Nuclear Nightmares; Population and Environment; and Pandemic Cinema.

Requirements:

Movies, readings, and written assignments throughout the semester.

Readings:

- To be announced.
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**HIST 463**      **American Civil War Era 1841-1877**  
Daniel, Marcus

Content:

This course explores the complex and dramatic history of the American Civil War, a war that led to the death of over 700,000 Americans and the emancipation of 4 million enslaved people in the American South. We will explore the origins of the war in the dynamic system of racial slavery that developed in the United States during the first half of the nineteenth century, the way debates about expansion and slavery in the 1840's and

1850's generated growing division between the northern and southern states, the impact of violent military conflict between the Union and the Confederacy between 1861 and 1865, and the radical transformation of American democracy – what Lincoln called a “new birth of freedom” – during the Reconstruction period in the 1860's and 1870's. We will also explore the way the Civil War has been memorialized and remembered in American history and culture in the period since 1865.

Requirements:

To be announced.

Readings:

- To be announced.

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**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.

Readings:

- To be announced.

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**HIST 467**

**American Television History**

Buchanan, Shirley

Content:

American Television History is a course which follows the historical arc of broadcasting in America from the early 20<sup>th</sup> century to the early 21<sup>st</sup> century. We will begin with an examination of the origins of radio and explore how that led to the development of television. We will study the history of America and the history of culture as projected

through the “lens” of television. We will also explore how we “remember” television and how that memory has created frames of reference for gender roles and our understandings of class, “race,” sexuality, ethnicity, and indigeneity. We will investigate how different types of programming became labeled, discerned, and even expected by the American public. And we will be perpetually asking questions: for example, how did religious programming impact America? How is our political process altered by the televised images of American leaders? How do we perceive disaster and war through the screen of a T.V.? What authority do we give a “documentary” and how is this authority used to create programming? How does programming serve the goals of the state and corporations? How are commercial advertisements used to coerce and shape power and position in society? How is American television received and re-framed in other countries around the world? Do we import our American values and assumptions through the medium of television? These are just a few of the issues we will approach. Most of all, we will be creating the content of this class together, using our own “standpoint” and examining the use of different historical methodologies as a tool for our understanding.

Requirements:

To be announced.

Readings:

- Hilmes, *Only Connect: A Cultural History of Broadcasting in the United States*

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**HIST 473/AMST 432**

**Slavery and Freedom**

Colwill, Elizabeth

Content:

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

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**HIST 480/AMST 425/SUST 481**

**American Environmental History**

Zelko, Frank

Content:

The course will examine the interaction between humans and the environment throughout history, focusing in particular on North and South America. We will look at how various peoples experienced their environment: how they attempted to change it, how they were limited by it, and how they thought about nature. We will therefore be examining history at several levels:

1. Material and ecological: the physical changes that humans have wrought over the past 10,000 years.
2. Social and political: the connection between peoples' use of the environment and the way their society develops.
3. Intellectual and cultural: how individuals and societies have understood nature at various points throughout history and how this understanding has shaped their actions.

Requirements:

Weekly reading and discussion, book review, annotated bibliography, final essay.

Readings:

- Steinberg, *Down to Earth: Nature's Role in American History*

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**HIST 481**

**Histories of Oceania I**

*Focus: HAP, OC*

LaBriola, Monica

Content:

This course explores Pacific Islands pasts from the earliest ancestral voyages into the region also known as Oceania through the start of the colonial period. We will emphasize orality, voyaging, settlement, gender and power, land, exchange, cross-cultural encounter, epidemic disease and colonial violence, early colonization, Indigenous resistance, historiography, and the contemporary resurgence of Indigenous approaches to history. We will also consider the strong links between past and present; history's definitions, purposes, presentations, and methods of inquiry in diverse cultural settings; and the challenges that arise in locating and interpreting historical sources for Oceania's ancestral and early colonial periods. This course has been approved to fulfill the Oral Communication (OC) and Hawaiian, Asian & Pacific (HAP) focus requirements.

Requirements:

- Required weekly synchronous Zoom sessions
- Various oral assignments in fulfillment of the Oral Communication (OC) focus designation
- May include one field trip to Mānoa Heritage Center (TBD)

Readings:

- D'Arcy, Paul. *The People of the Sea: Environment, Identity, and History in Oceania*. Honolulu: UH Press, 2006. (Ebook available free via UHM Library)

- Weekly readings via UHM Library and Laulima
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**HIST 483****United States in the Pacific***Focus: WI*

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.

Readings:

- To be announced.
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**HIST 496****Senior Tutorial in History***Focus: WI*

Daniel, Marcus

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

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## **HIST 602**

### **Seminar in Historiography**

Lauzon, Matthew

#### Content:

In this seminar students will reflect upon, discuss, and write about their own and others' historiographical priorities and practices by exploring and analyzing some outstanding examples of approaches to a variety of historical subjects.

#### Requirements:

To be announced.

#### Readings:

- To be announced.
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## **HIST 608/SUST 610**

### **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.

#### Readings:

- To be announced.
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## **HIST 611C**

### **Advanced Readings in European History: Medieval**

Jolly, Karen

#### Content:

To be announced.



Requirements:

To be announced.

Readings:

- To be announced.

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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.

Readings:

- To be announced.

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**HIST 617**

**Atrocity Crimes: Law and History**

Totani, Yuma

Content:

The Holocaust, the Rape of Nanjing, and numerous other episodes of WWII-era mass violence that once shocked the world may have passed into distant memory. The Allied war crimes trials against German and Japanese war criminals, too, may have been largely forgotten. Nevertheless, state-sponsored mass violence remains prevalent in the world today, so are the demands for justice and accountability on behalf of the victims of atrocities. If criminal trials are to occur, though, who exactly should be prosecuted? Would it be sufficient to pick a few dozen political or military leaders as criminal suspects? Or should one take into account the scale and the organizational complexity of the crimes, thereby deeming the entire members of state apparatuses and the military as well as an array of non-state actors as culpable individuals? Above all, on what theoretical grounds under international criminal law should one build cases against wide-

ranging criminal suspects?

This seminar explores diverse and at times conflicting answers to the foregoing questions as presented by the participants of post-WWII Allied war crimes trials, legal experts of recent international criminal trials at The Hague, and leading historians of genocide and war crimes studies. The ultimate goal of this course is for each student to produce a research paper on a course-related topic of his or her own choosing.

Requirements:

- Research paper (6,000-8,000 words in length)
- Regular attendance and participation in class discussion

Readings:

- A selection of judgments from post-WWII Allied war crimes trials and related legal documents
- Brammertz and Jarvis, *Prosecuting Conflict-Related Sexual Violence at the ICTY* (available online)
- Strauss, *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa* (available online)

Themes:

Gender and Sexuality; Political, Legal & Diplomatic; War and Peace

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**HIST 665C**

**Seminar in Japanese History: Early Modern (Ryūkyū/Okinawa)**

McNally, Mark

Content:

This version of History 665C focuses on the histories of the Ryūkyū Kingdom and Okinawa Prefecture, covering eras that commonly fall within Japan's early modern and modern eras (roughly 1600 to the present). We will survey some of the major themes for this period, as well as the main interpretations of scholars working primarily in the United States and Japan today. This course will emphasize the transition from Ryūkyū to Okinawa during this period by looking at four main sub-fields. In the area of political history, we will study the connections between Ryūkyū and both China and Japan, noting the conditions within which Ryūkyū came under the control of Japan, a control which culminated in the establishment of Okinawa Prefecture in 1879. In the area of intellectual history, we will study the perception of Ryūkyū among Japanese intellectuals and government officials, and how these may or may not have influenced ideological justifications for Japanese hegemony. In addition, we will look at how Ryūkyūan elites

viewed Japan and its influence over their kingdom. Social history is the third major area of focus for this course, specifically the formation of the Okinawan diaspora in the twentieth century. Finally, in the area of cultural history, we will examine the important cultural developments in Ryūkyū/Okinawa, focusing on the ways in which cultural institutions have formed under the influences of China and Japan, or how they have changed under those same influences. In addition to secondary readings, we will read selections from primary sources in Japanese/classical Chinese (kanbun). Depending on student interest and ability, we will read and translate (as a class) primary sources selected both by the instructor and also those chosen by the students.

Requirements:

To be announced.

Readings:

- To be announced.
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**HIST 675B**

**Seminar in Pacific History: Colonialism & Imperialism in Oceania**

Foukona, Joseph

Content:

This graduate seminar will address selected topics and issues in the history of the South Pacific region from the 19th century to the present through the lens of colonialism and imperialism.

Requirements:

- Weekly synchronous zoom sessions
- Weekly submission of book/article review
- Regular participation in class discussions

Readings:

- Readings will be provided by the instructor via the UHM library and Laulima.