

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

*Course Descriptions
Fall Semester 2021*

FOCUS DESIGNATIONS

E = Contemporary Ethical Issues

O = Oral Communication

WI = Writing Intensive

H/HAP = Hawaiian, Asian, Pacific Issues

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

UNDERGRADUATE COURSES

HIST 151

World History to 1500

Foundations: FGA

Henriksen, Margot

Content:

This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania, up to 1500 C.E. Lectures and readings offer integrated analyses of the political, social, economic, and cultural dimensions of human societies, as well as processes of cross-cultural interaction and exchange. In small weekly discussion groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies. Overall, the course provides students with an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements:

To be announced.

Readings:

- Jerry Bentley, Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. 1*
- N. K. Sandars (trans.), *The Epic of Gilgamesh*
- R. K. Narayan, *The Ramayana*
- Sophocles, *Oedipus the King and Antigone*
- Sheri S. Tepper, *The Gate to Women's Country*
- Connie Willis, *Doomsday Book*

HIST 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:

Three 3-page essays, weekly quizzes, midterm, final, class participation.

Readings:

- Pollard, Rosenberg, and Tignor, *Worlds Together, Worlds Apart*
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HIST 152

World History since 1500: War and Peace

Foundations: FGB

Hoffenberg, Peter

Content:

History 152 introduces modern global, or world history, by focusing on the origins, experiences, attitudes towards, 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

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.

HIST 281

Introduction to American History (to 1865)

Focus: WI

Kraft, James

Content:

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

Requirements:

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

Readings:

- Tindall & Shi, *America: A Narrative History, Vol. 1*
-

HIST 282**Introduction to American History***Focus: WI*

Daniel, Marcus

Content:

This course is an introduction to the history of the United States from the Civil War to the present. In just over a century a nation of small towns and agricultural producers, whose men and women aspired to a life of independent labor on the land, became an industrial super-power, sustained by a society of white and blue collar wage-earners whose agricultural skills had atrophied to lawn-mowing. During the same period, a political and social order that was controlled and governed by white men became a multi-racial democracy acknowledging in principle, though not necessarily redeeming in practice, the democratic rights of all citizens, regardless of race and gender. These changes were profound, and they were neither smooth nor uncontested. Many Americans in this period disagreed profoundly with the direction their country was taking. Conflict was as common as consensus, and both shaped and reshaped American life in the C19th and C20th. This course will trace the most significant of these conflicts, exploring through them divergent and changing visions of family life, social order, national identity and political citizenship. How for example, did different social groups define American society and what it meant to be an American? How did these definitions change over time? Above all, I hope you will acquire a sense of the way that ordinary Americans responded to, coped with, and helped create their own future and our shared past.

Requirements:

To be announced.

Readings:

- No textbook cost. All class readings will be provided free of charge via Lailima.
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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:

- Mullins, *Hawaiian Journey*
-

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 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, early European, 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. This course has been approved to fulfill the Hawaiian, Asian & Pacific (HAP) and Written Communication (WI) focus requirements.

Requirements:

- To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
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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:

- Weekly response papers and online discussion, essay assignments, group project.

Readings:

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

HIST 296**Topics in History: WWII & Its Legacies in Asia/Pacific***Focus: WI*

Totani, Yuma

Content:

World War II is a cataclysmic event in the history of modern Asia/Pacific, as it set in motion the irreversible trend of decolonization among the people of the region that had fallen under the control of Western and Japanese imperial powers. How exactly did the war, though, shape the Asian-Pacific paths to freedom and independence? The Japanese invaders claimed themselves to be the liberator of Asian brothers and sisters in the name of the “Greater East Asia Co-Prosperity Sphere,” but they discredited themselves shortly after the initial invasion operations by committing mass atrocities against those Asian neighbors. The end of war brought about little relief, as many nascent Asian-Pacific countries plunged into internecine sectarian violence. Military intervention by the victorious Allied Powers further complicated the situation, and some morphed into major international conflict as exemplified in the Vietnam War.

Using Ronald Spector’s *In the Ruins of Empire: The Japanese Surrender and the Battle for Postwar Asia* (2007) as the primary course text, and incorporating also a selection of other primary and secondary sources, this course introduces students to key historical themes, topics, and controversies regarding WWII and its legacies on the national formation in Asia and the Pacific. The ultimate goal is for each student to produce a research paper on a course theme or topic, and to do so by making use of resources available at the Asia and Pacific Collections at UHM Library.

Requirements:

- Research paper (approx. 3,000 words in length)
- Mini writing assignments
- Regular attendance and participation in class discussions

Readings:

- Ronald Spector, *In the Ruins of Empire: The Japanese Surrender and the Battle for Postwar Asia* (2007)
- A selection of primary and secondary sources (to be posted on Laulima)

HIST 301/IP 300**History of Early India**

Knutson, Jesse

Content:

For more information, please contact Indo-Pacific Languages and Literatures (hip@hawaii.edu).

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

Moseley, Benjamin

Content:

This course teaches you to assess the historical importance of Southeast Asia in its connections with other parts of the world. Building on the assertion that, as a strategic arena, Southeast Asia helps mediate the rivalry of large countries like the United States and China, the course subsequently traces the region's relevant historical processes. They include the early adoption of all major world religions (Buddhism, Islam, Christianity, and even Hinduism and Confucianism), the long-term engagement with international trade, the arduous integration into modern globalization through colonial and decolonizing struggles, as well as the striking and complex adaptation to ethnic and ecological diversity. Note: This course satisfies writing intensive requirements, and all course materials will be provided through the course website.

Requirements:

To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.

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 (8th 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:

- John Major and Constance Cook, *Ancient China*
-

HIST 321 History of Japan (to 1700)

McNally, Mark

Content:

This course covers the major developments of Japanese history to roughly the year 1700. The focus is on the political, social, cultural, and religious aspects of change for the period.

Requirements:

Two exams (midterm and final), six (2-page) papers, and 16 (1-page) Weekly Reflections.

Readings:

- de Bary, Tsunoda, et al. *Sources of Japanese Tradition*. Vol. I
- Farris, William Wayne. *Daily Life and Demographics in Ancient Japan*
- Hane, Mikiso. *Premodern Japan: A Historical Survey*
- McCullough, *Genji and Heike*

NOTE: Course readings will be available online – no textbooks to purchase.

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*
-

HIST 330**History of North Korea***Focus: WI*

Kim, Cheehyung Harrison

Content:

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

Requirements:

Weekly response papers, discussions, assignments, final paper.

Readings:

- All readings available as digital files with no cost.

HIST 331**Ancient Greece I: The Archaic Age***Focus: WI*

Schwartz, Sandra

Content:

This course will focus on the study of the earliest Greek civilization, from the Minoans, Myceneans, the epics of Homer. From the Near Eastern cultures, the Greeks traded and adapted ideas and various material cultures from the surrounding empires. 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. The course will end with the invasion of the Persian Empire in the Aegean.

Requirements:

Four essays, map quiz, midterm exam.

Readings:

- Lombardo and Murnaghan, *The Essential Homer*
 - Caldwell, *Hesiod's Theogony*
 - Finley, *The World of Odysseus*
 - Aeschylus, *Persians*
 - Miller, *Greek Lyric, An Anthology in Translation*
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HIST 335**Early Medieval Europe 300-1050***Focus: WI*

Jolly, Karen

Content:

The purpose of this class is to introduce you to the formative years of European societies and to develop your historical thinking skills through the study of primary source materials. This course challenges students to reassess modern medievalisms and popular conceptions of both “medieval” and “Europe.” We will examine the diverse elements that interacted in the era c. 300-1050 in a larger geographic context: Graeco-Roman cultures of the Mediterranean; Judeo-Christian traditions of the ancient Near East; Celtic, Germanic, and Scandinavian cultures in western and northern Europe; Russian, Slavic, and Magyar cultures in eastern Europe; and Byzantine and Islamic civilizations supplying connections east and south in Asia and Africa.

For Fall 2021, the focus is on material culture—artifacts as primary source evidence, along with textual sources, which are themselves embodied and transmitted as material artifacts. Although we will be viewing these artifacts as images on screen or in print, we will explore the tactile aspects of material culture by engaging in scribal work: calligraphy and illumination.

This course is a writing intensive workshop, without lectures. Students are required to do the assigned reading before class and complete the online quizzes, and then bring thoughts, questions, and ideas to develop through in-class exercises and discussion.

Requirements:

- 40% 4 Papers
- 20% 4 Quizzes
- 15% Final Project
- 15% Participation

Readings: [textbook 0 cost]

- Barbara H. Rosenwein, *A Short History of the Middle Ages*, 4th ed. (University of Toronto Press, 2014). UHM ebook
- Barbara H. Rosenwein, *Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World*, 3rd ed. (University of Toronto Press, 2018). UHM ebook
- Deborah Deliyannis, Hendrik Dey, and Paolo Squatriti, *Fifty Early Medieval Things - Materials of Culture in Late Antiquity and the Early Middle Ages* (Cornell University Press, 2019). UHM ebook
- Supplies: Calligraphy felt pens, colored gel pens, 24# writing paper

HIST 349**British Empire**

Hoffenberg, Peter

Content:

History 349 traces the origins, growth and working of the modern British Empire, since around 1600, or so. We end with consideration of decolonization after 1945. Students are invited to study and compare British attitudes and policies – and the responses to those – in India, Ireland, Scotland, Egypt, Southern and Western Africa, North American, Australia, New Zealand and the Caribbean. What were the continuities and discontinuities, similarities and differences across societies, time and regions? Among the specific historical topics addressed in our effort to answer that fundamental query are: the relationships between economics and imperialism; the roles that war and rebellion played; white-settler societies and cultures; relations among social classes and racial groups; colonial nationalisms; the domestic impacts of imperialism and the legacies of the Empire after the Second World War.

Requirements:

- No examinations.
- Four 3 pp. essays discussing primary sources in *The British Empire* (Samson, ed.).
- One in-class, open-note essay discussing *A Passage to India*.
- One final 5 pp. essay comparing and contrasting George Orwell and Rudyard Kipling.

Readings:

- E. M. Forster, *A Passage to India*
- T. O. Lloyd, *The British Empire, 1558-1995*
- J. Samson, *The British Empire (Oxford Readers)*

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 358**World of the Mekong**

Instructor TBA

Content:

This course teaches you a unique regional history, which focuses on the Mekong and its peoples through the developmental turn beginning in the Cold War. Consisting of southwest China, Myanmar, Thailand, Laos, Cambodia, and Vietnam, the world of the Mekong has undergone a significant change since the 1960s. Not only did the river and its basin emerge as an international zone but the region has also become a subject of multiple developmental projects. To help you assess this turning point, this course will survey the relationship between state-building and water management, and the transverse mobility of goods, technologies, ideas, and people throughout the region's history. It also will emphasize the changing relationship between human and the environment in the last century, a time of continuous warfare and modern economic expansions.

Requirements:

- To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
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HIST 361/AMST 316/ WS 311**U.S. Women's History**

Colwill, Elizabeth

Content:

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

HIST 378 / MGT 348**History of American Business**

Kraft, James

Content:

This course traces the evolution of American business from colonial times to the present. It often focuses on the lives of famous entrepreneurs like Robert Fulton and Henry Ford, and on the rise of large corporations like Standard Oil and General Motors. At the same time, however, it shows that many obscure people and small firms have contributed to American business development. From a broader perspective, the course explores the relationship between business, technology, politics, culture, and economic thought.

Requirements:

To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
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HIST 389**The Asia-Pacific War***Focus: WI*

Totani, Yuma

Content:

This course examines key events and strategic decisions by the Empire of Japan and its foes during World War II in Asia and the Pacific, and considers how presumptions, miscalculations, and misjudgments on the part of each party to the conflict impacted the course of war. Throughout the semester, students will explore different phases of the war from multinational perspectives and especially from those of Japan and the United States. This will allow us to pose questions afresh about missed opportunities in diplomacy, successes and failures of military plans and operations, and alternative paths that the belligerent nations might have taken to avert catastrophic losses of human lives and war devastation. Much of the coursework will be devoted to comparing and contrasting the standard Japanese and Allied historical accounts of the war while also juxtaposing them with a small selection of primary sources. A few war films will be used as course materials as well. The goal of this course is for each student to produce an original research paper of 4,000-5,000 words in length, on a course theme or a course topic of his or her choosing.

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

Requirements:

- Original research paper (approximately 4,000-5,000 words in length)
- Regular participation in class discussion

Readings:

- To be announced.
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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.

HIST 396C**Historical Theories & Methods: Education**

Focus: WI

Matteson, Kieko

Content:

This course introduces students to the frameworks and methodologies of historical scholarship, with a special emphasis on past and present trends in historiography (the history of historical writing), theory (guiding principles of analysis), and practical methods (locating and utilizing primary sources, formulating and presenting arguments) as they relate to history majors considering a career in education or secondary education majors with an emphasis in social studies. Readings and supplementary materials include well-known and influential books and essays, as well as archival, digital, and visual resources.

Requirements:

Reading responses, discussion participation, public history observation and assessment, annotated bibliography & historiographical essay and/or lesson plan.

Readings:

- Sara Maza, *Thinking About History*
- Marc Bloch, *The Historian's Craft*
- Natalie Zemon Davis, *The Return of Martin Guerre*
- Andre Resendez, *A Land So Strange: The Epic Journey of Cabeza de Vaca*
- Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*
- Jan Tomasz Gross and Irena Grudzinska Gros, *Golden Harvest: Events at the Periphery of the Holocaust*

HIST 406 / ASAN 406**Modern Philippines**

Focus: WI

Lanzona, Vina

Content:

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

This course traces the development of Philippine history and society from the end of the

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

Requirements:

To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
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HIST 411

Society and Culture in Traditional China

Focus: 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:

- Course readings will be provided by the instructor – no textbooks to purchase.
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HIST 416

Chinese Intellectual History

Focus: WI

Davis, Edward

Content:

History 416 will introduce the student to the classics of ancient Chinese thought; to the

role of these classics in the formation of imperial Chinese ‘political culture’ (221BC—1911AD), and to the relevance of this classics-based political culture to an understanding of the conceptual and structural possibilities and limitations that have shaped, and continue to shape, modern and contemporary Chinese society (1911—the present).

We will approach the writings of the Chinese philosophers in rough chronological order: Confucius and Confucianism; Mozi and Mohism; Laozi and Daoism; and Han Feizi and Legalism – all active between the 6th and 3rd centuries BC. **Our focus, however, will be on reading and writing about the *Analects (Lunyü)* of Confucius and *The Book of the Way and Its Power (Daodejing)* of Laozi, both in the new English translations of Moss Roberts, published in 2020 and 2001/2019, respectively.** These translations are stunning in their precision and beauty, but also in their ability to illuminate ancient and non-Western patterns of thought in such a way as to communicate across millennia and cultures and reveal the categories of the understanding we share with all human forms of life. Moss Roberts provides a short commentary to each chapter in the case of Confucius or to each stanza in the case of Laozi, as well as longer introductions and conclusions to each book that place them within an intellectual history that shows how ancient Chinese concepts were reworked and transformed.

Requirements:

(No background in Chinese history or language is necessary)

Reading and writing, thinking and writing, go together. Each week, students will be expected to prepare the assigned chapters or stanzas for class discussion and, at one and the same time, write a short paper (i.e. three to six paragraphs) exploring an idea, concept, word, theme, or argument selected from, or inspired by, that week’s reading (Moss Robert’s commentary to each chapter or stanza provides an abundance of possible subjects for your paper.) The short papers should be submitted (by email attachment) *before the beginning of class*, and within two or three days, the paper will be returned to the student with my detailed corrections, suggestions, and/or comments with respect to both style and content, and particularly what you should try in your next effort.

Readings:

- *The Analects: Conclusions and Conversations of Confucius*. Translated by Moss Roberts (University of California Press, 2020)
- *Laozi, Dao De Jing*. Translation and Commentary by Moss Roberts (University of California Press, 2001/2019)
- Philip Ivanhoe and Bryan W. Van Norden, *Readings in Classical Chinese Philosophy* (Hackett, 2005) [includes Mencius and Xunzi (Confucian); Mozi (Mohist); Zhuangzi (Daoist); and Han Feizi (Legalist)]

HIST 422

Tokugawa Japan

McNally, Mark

Content:

This course covers Japanese history from the middle of the 16th century to 1868. The emphasis will be on the Edo or Tokugawa period (1603-1867). This course will cover all major facets of Japan's history for this period, with an emphasis on cultural, economic, social, political, and intellectual aspects of change.

Requirements:

All readings; 29 Daily Responses; 16 Weekly Reflections; a midterm exam; a final exam.

Readings:

- Ikegami, *Bonds of Civility*
- McNally, *Proving the Way*
- Totman, *Early Modern Japan*
- Tsunoda, et al., *Sources of Japanese Tradition*, vol. 2

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

HIST 445

French Revolution and Napoleon

Focus: WI

Lauzon, Matthew

Content:

A study of the causes of the Revolution, its course, and its effects on world history. The scope will be as comprehensive as possible, covering ideas, political culture, social conflict, cultural developments, warfare, economics, nationalism and gender relations. While the focus will be on the crucial years 1771-1794, the course will also cover Napoleon's seizure and consolidation of power from 1799 to 1804 and examine the Revolution's legacy.

Requirements:

- To be announced.

Readings:

- Neely, *Concise History of the French Revolution* [Optional]

HIST 448

Imperial Spain & Portugal

López Lázaro, Fabio

Content:

This course introduces students to the history of the various empires based in Spain and Portugal from the 12th century to the 19th century, focusing on their relationships with, and influences on, the diverse peoples of Europe, Africa, the Americas, and Asia. Political, economic, social, and cultural issues are analyzed through close reading of primary sources such as eyewitness accounts and chronicles which are placed within broader transnational, transdynastic, and transimperial contexts by engaging with a selection of recent scholarship.

Requirements:

There are two modalities for completing course assignments:

Research essay mode		Annotated bibliography mode	
Class Participation (in-class and / or LAULIMA discussion board posts)	15 %	Class Participation (in-class and / or LAULIMA discussion board posts)	15 %
Research Essay (min. eight pages)	20 %	Annotated Bibliography (oral presentation plus written report)	20 %
Pop quizzes (5: 5 x 3 %)	15 %	Pop quizzes (5: 5 x 3 %)	15 %
First Half-Semester Exam	30 %	First Half-Semester Exam	30 %
Second Half-Semester Exam	20 %	Second Half-Semester Exam	20 %

There will be workshops on how to research and write a research essay and an annotated bibliography and on how to format citations for both of them.

Detailed study guides will be provided for exams and suggestions made for crafting historical questions for students' research essays or annotated bibliographies. Any historical topic connected to the imperial histories of Spain and Portugal is allowed for either assignment. Students are strongly urged to consult with the instructor early on in the semester concerning their choice of research assignment.

Readings:

There is no textbook in this course. The required readings are as follows:

- primary sources in English translation, either available free of charge on the internet or uploaded by the instructor to LAULIMA.
- short scholarly journal articles (or excerpts from them) and selected chapters from scholarly monographs which are either available free of charge in our Hamilton Library electronic collections or which will be uploaded to LAULIMA.

HIST 452E/ACM 452E

**History & Film: World/Comparative
The End is Nigh!: Apocalyptic Anxiety in the Cinema**

Focus: WI, OC

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:

- For 452E there is no required text. A subscription to Amazon Prime will be necessary for the films.

HIST 462

The Early American Republic

Focus: WI

Daniel, Marcus

Content:

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

Requirements:

To be announced.

Readings:

- No textbook cost. All class readings will be provided free of charge via Laulima.

HIST 467

American Television History

Henriksen, Margot

Content:

American Television History is a lecture and discussion course designed to familiarize students with the history and culture of American television, as well as with the general history of the United States after World War II. Issues to be addressed include: television's absorption into American life; television's shaping of American culture from its inception in the 1940s to the present; the content, character, and meaning of television programming, from situation comedies and dramas to documentaries, news broadcasts, and talk shows; television's impact on American political culture and on war in Vietnam and the Persian Gulf; television's showcasing of the gender and ethnic divisions in America; and the meaning of postmodernism and individual, democratic identity in the contemporary era of network and cable channel proliferation and in a time of ubiquitous reality television program.

Requirements:

Students are expected to complete extensive reading assignments as well as view and analyze several examples of significant television programs (e.g., *I Love Lucy*, *The Addams Family*, *The X-Files*, and *The Simpsons*). Written course requirements include four book assignments, in-class quizzes on the visual assignments, and one comprehensive final examination.

Readings:

- Paul A. Cantor, *Gilligan Unbound: Pop Culture in the Age of Globalization*
- Thomas Doherty, *Cold War, Cool Medium: Television, McCarthyism, and American Culture*
- Mathews, *Kennedy and Nixon: The Rivalry that Shaped Postwar America*
- Levine, *Wallowing in Sex: The New Sexual Culture of 1970s American Television*

HIST 469

The Cold War

Focus: WI

Reiss, Suzanna

Content:

The Cold War animated global struggles involving politics, economics and culture across the second half of the twentieth century. In the aftermath of World War II, the United States and the Soviet Union squared off with competing economic ideologies and ambitions to extend their spheres of political influence. They did so in the midst of worldwide revolutionary challenges to imperialism, racism, and economic and political inequality. This course examines the history of cold war diplomatic confrontation between the US and the USSR, within the broader international context of a series of hot wars, nuclear tests, covert operations, economic development policies, cultural confrontations and struggles for political power in places as diverse as the Pacific islands, Germany, Guatemala, Cuba, Korea, Angola, France, Vietnam, Afghanistan, and Chile. We will consider how a “bipolar” confrontation unfolded in the context of an increasingly militant “Third World,” where nationalist decolonization movements challenged older models of North-South relations. Finally, the course examines how these global confrontations shaped and were shaped by cultural ideas, social movements, and political

initiatives embedded in peoples' lives at the local level.

Requirements:

To be announced.

Readings:

- Cullather, *Secret History*
- Jacobs, *Dragon's Tail*
- McMahon, *The Cold War: A Very Short Introduction*

HIST 476 / AMST 440 Race and Racism in America

Focus: WI

Njoroge, Njoroge

Content:

This course examines the history and development of the idea of race and the continuing legacy and relevance of racial ideologies in contemporary society. W.E.B. DuBois famously suggested that “the problem of the 20th century is the problem of the color-line.” This course will interrogate this idea critically and examine the role of race and racism in the history of the making of the modern world. Beginning with an examination of the early operations of racial “othering” and the development of the concept of “ethnicity” we will trace these socio-cultural practices to modern times through the development of capitalism, European expansion, the conquest of the Americas, the Atlantic slave trade and the rise of the nation-state. We will examine the reconfigurations of race and ethnic identity through the recent geopolitical and economic transformations associated with globalization and postcoloniality.

Requirements:

To be announced.

Readings:

- To be announced.

HIST 480/AMST 425/SUST 481 American Environmental History

Focus: OC

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*

HIST 481

Pacific Islands I

Focus: HAP, OC

LaBriola, Monica

Content:

This course explores Oceanic pasts from the earliest ancestral voyages into the region through the start of the colonial period. We will emphasize orality, voyaging, 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 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.

SLOs:

1. Explain Indigenous and early colonial themes in Oceania's history, including voyaging and settlement, gender, power, exchange, early encounters with Europeans and other foreigners, colonization, and Indigenous resistance;
2. Discuss, write, and present ideas according to disciplinary conventions in relation to early Indigenous histories, the onset of foreign colonialism, and Indigenous resistance;
3. Identify, interpret, and evaluate primary sources and other relevant information in relation to the themes outlined in SLOs 1-2;
4. Identify the main historiographical issues in the history of Oceania, with specific attention to overarching historiographical trends and approaches to the study of Oceanic pasts.

Requirements:

- To be announced.

Readings:

- D'Arcy, Paul. *The People of the Sea: Environment, Identity, and History in Oceania*. Honolulu: UH Press, 2006. **This book is [available online through the library](#), so no purchase is necessary.
 - Weekly readings posted to 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:

- Rauzon, *Isles of Amnesia: The History, Geography, and Restoration of America's Forgotten Pacific Islands*
 - Winchester, *Pacific: Silicon Chips and Surfboards, Coral Reefs and Atom Bombs, Brutal Dictators, Fading Empires, and the Coming Collision of the World's Superpowers*
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HIST 493

Library Treasures: Pacific History

Focus: HAP

Foukona, Joseph

Content:

This course introduces students to the special collections and archival records available at the University of Hawaii library and elsewhere. It examines historical archival records to interpret how legacies of British, French, US and Japanese Empires impacted on spaces in the 19th and 20th century in Oceania. Students will explore alongside the course instructor and librarians the archival records relevant to Oceania that are available at the University of Hawaii library and elsewhere. This will include students conducting

original research using the library collection. Using the archives and library collection to interpret spaces will provide a historical insight on the impact of Empire legacy on indigenous spaces in Oceania. Archival documents including maps and photographs will be referred to in this course.

Requirements:

To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
-

HIST 496

Senior Tutorial in History

Focus: WI

Lanzona, Vina

Content:

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

Open to History majors in ANY geographic field

Requirements:

To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.
-

HIST 496

Senior Tutorial in History

Focus: WI

Reiss, Suzanna

Content:

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

Open to History majors in ANY geographic field

Requirements:

To be announced.

Readings:

- To be announced.

GRADUATE COURSES

HIST 602

Seminar in Historiography

Davis, Ned

Content:

History 602 (Historiography) will introduce the graduate student to trends in post-World War II historiography, including the influence of the social sciences and literary criticism, of critical and cultural theory, of notions of power and discourse, of modernism, postmodernism, and globalization, of world history. Throughout, the nature of historical sources and historical interpretation will be emphasized, and theoretical issues raised, in the course of reading and discussing a set of exemplary narratives of nineteenth and twentieth centuries.

Requirements:

Shorter and longer papers

Readings (subject to change):

- C.A. Bayly, *The Birth of the Modern World, 1780—1914* (Wiley-Blackwell, 2003)
- John I Israel, *The Enlightenment That Failed: Ideas, Revolution, and Democratic Defeat, 1748—1830* (Oxford, 2020)
- Jonathan Spence, *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan* (Yale, 1996)
- Barbara Goldsmith, *Other Powers: The Age of Suffrage, Spiritualism, and the Scandalous Victoria Woodhall* (Knopf, 1998)
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Houghton Mifflin, 1998)
- Mark Mazower, *The Dark Continent: Europe's Twentieth Century* (Knopf, 1999)
- Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya* (Holt, 2005)
- C. A. Bayly, *The Remaking of the Modern World, 1900---2015* (Wiley-Blackwell, 2018)

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:

- Course readings will be provided by the instructor – no textbooks to purchase.
-

HIST 609

Seminar in World History

López Lázaro, Fabio

Content:

This course introduces students to the key historiography of global, transnational, and comparative approaches to research. The focus is on acquiring an understanding of recent scholarship's most important innovations in theoretical concepts and investigative methodologies. Discussions concentrate on how researchers approach the analysis of cross-cultural and transnational processes and interactions which require the investigation of experiences and events that crossed diverse types of boundary lines. By examining a historiography of patterns influencing historical developments on trans-regional and global scales, the course also focuses attention on processes that have "worlded" the world or globalized it. Finally, students are introduced to why the many rubrics that have been suggested for the study of such phenomena, like "transnational history," *histoire croisée*, "connected," and "entangled history", can be subsumed under the umbrella term "transliminal".

Requirements:

<i>Graded assignments</i>	<i>% of final grade</i>
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- | | |
|--|------|
| • <i>Contributions</i> to class discussions | 20 % |
| Each member of the seminar is required to contribute to our discussions of common readings actively, via in-class comments or online LAULIMA postings. | |

- | | |
|---|------|
| • <i>Critical Analyses</i> of course readings (2 x 15%) [presentations] | 30 % |
| (Each is a twenty-minute presentation) | |
| Students will present <i>Critical Analyses</i> of <u>two</u> course readings (essays or chapters) on the days they are assigned (a sign-up sheet will be discussed in class). Students will offer an explanation and critique of each of these two sources' arguments and implications; additionally they will comment on how the authors' ideas and theoretical perspectives intersect with some of the previous readings in the course. | |

<i>Historiographical research essay</i>	50 %
(Minimum approx. 5,000 words). The topic will be chosen by student in consultation with the instructor, focusing on at least one theme listed on the <i>World-Historical Research Bibliography</i> which will be shared with students.	

Draft	(min. approx. 750 words)	20 %
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Readings:

The required readings are made up of a selection of journal articles and monograph chapters uploaded to LAULIMA.

In addition to these uploaded sources, students will need to purchase the collection of essays edited by James Belich, John Darwin, Margret Frenz, and Chris Wickham, *The Prospect of Global History* (Oxford: Oxford University Press, 2016).

HIST 611G

Advanced Readings in European History: Intellectual

Lauzon, Matthew

Content:

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

Requirements:

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

Readings:

- McMahon and Moyn, eds., *Rethinking Modern European Intellectual History*

HIST 661C

Seminar in Chinese History: Middle

Wang, Wensheng

Content:

This course is an introductory graduate seminar on the history of middle and late imperial China, with a primary focus on the Ming-Qing dynasties. Its general goal is to examine what makes pre-modern Chinese history interesting through a survey of significant monographs and essays. The course is organized around a number of inter-related themes: (1) state-society relationship; (2) women, gender and family; (3) popular religion; (4) political economy and socioeconomic change; (5) regional migration and frontier experience; (6) social protest and peasant movements; (7) imperial politics, statecraft and political culture; (8) Confucian scholarship and intellectual change; (9) minority rule and

ethnic identity; (10) population growth and environmental change; (11) regional and global contexts of late imperial Chinese history.

Requirements:

To be announced.

Readings:

- Huang, *1587, A Year of No Significance*
- Elliott, *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*
- Ko, *Teachers of the Inner Chambers: Women and Culture in Seventeenth-century China*
- Mann, *Precious Records: Women in China's Long Eighteenth Century*
- Andrade, *How Taiwan Became Chinese: Dutch, Spanish, and Han Colonization in the Seventeenth Century*
- Pomeranz, *The Making of A Hinterland*
- Von Glahn, *The Song-Yuan-Ming Transition in Chinese History*
- Macauley, *Social Power and Legal Culture: Litigation Masters in Late Imperial China*
- Elman, *From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China*
- Polachek, *The Inner Opium War*
- Wong, *China Transformed: Historical Change and the Limits of European Experience*

HIST 675D

**Seminar in Pacific History: 19th C.
Mobilities & Migration**

LaBriola, Monica

Content:

In his seminal essay “Our Sea of Islands,” Epeli Hau‘ofa’s argues that, historically, the Pacific Islands region also known as Oceania was “a large world [where] peoples and cultures moved and mingled, unhindered by boundaries of the kind erected much later by imperial powers” (Hau‘ofa 1994, 153-154). Voyaging, mobility, and migration, Hau‘ofa asserts, have defined Oceania’s history, and were--and remain--core features of Pacific Islander cultures and identities: “People raised in this environment were at home with the sea” (Hau‘ofa 1994, 153).

This graduate seminar will historicize Hau‘ofa’s theory of Oceania as a “sea of islands” by viewing the region’s history through the lens of voyaging, mobility, and migration, broadly defined. We will consider Pacific Islander movements in, across, and beyond the region, and how these movements have persisted and changed over time. Although the seminar will focus primarily on the long ancestral period of voyaging and settlement up to the end of the 19th century, we will also use several sessions to explore contemporary mobilities through the early 21st century.

Seminar topics may include:

- Theorizing Pacific Islander mobilities
- Oral traditions and movements of the gods
- Voyaging, exploration, and settlement
- Trade and exchange networks
- Pacific Islanders on foreign ships
- Labor recruiting and enslavement
- Pacific Islanders abroad
- Indigenous missionaries
- Moving images and exhibitions
- Forced migration and displacement
- Voyaging revivals: Hōkūleʻa and beyond
- Contemporary movements within the sea of islands
- Migration and diaspora in the 21st century and beyond

Requirements:

- To be announced.

Readings:

- Course readings will be provided by the instructor – no textbooks to purchase.