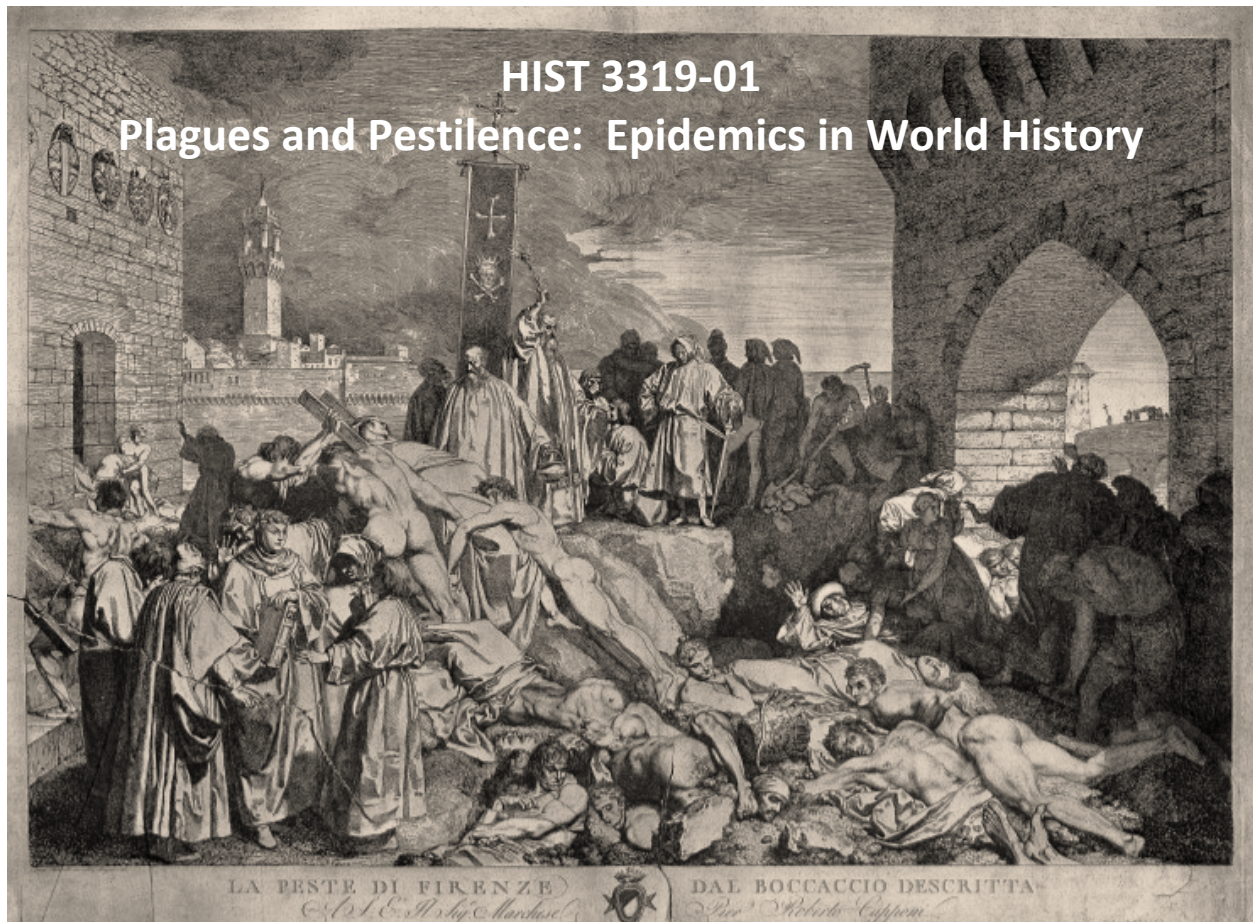


Dear Students,

Attached are flyers describing most of the upper level non U.S. history courses offered in fall 2015.



**TuTh 2:30PM-4:00PM, M103**

**James A. Schafer, Ph.D.**

In this course, we will examine the causes and effects of a variety of epidemics in human history, from the Plague of Athens in Ancient Greece, to the Black Death in late medieval Europe (pictured here), to smallpox in the colonial Americas, to emerging influenza epidemics of the 21st century. The course is organized into the major epidemic diseases that characterized different moments in human history and epidemiology. The course covers several themes: the *biology* of pathogens and their vectors; the *demographic* effects of major epidemics; the *intellectual* development of public health and epidemiology; the *social, political, and economic* factors that predispose certain segments of human populations to fall prey to epidemic disease and the consequences of epidemics for social structures, political systems, and economic growth; and, finally, the *cultural representation* of epidemics.



**HIST 3347**  
**Comparative Revolutions: English, French, Russian**

**TuTh 10 – 11:30 am AH 520**

Bailey S. Stone, PH. D.

This course, featuring lectures on most Tuesdays and discussions of assigned readings on most Thursdays, will analyze, in comparative fashion, the causes, development, and consequences of the three great revolutions in European history: i.e., the English Revolution of 1640-1660, the French Revolution of 1789-1799, and the Russian Revolution of 1917-29.

This course will seek to answer questions such as: what combination of political, military, socio-economic, and cultural factors helped to precipitate each revolution; why did each upheaval, once underway, tend to “radicalize;” why did each upheaval experience a kind of extremist or “terroristic” phase; and how did each upheaval contribute, not only to the ongoing tradition of European revolution *as such*, but also to the development of the modern European and extra-European world *in more general terms*?

Students will be expected to attend the Thursday seminars as well as the Tuesday lectures on a regular basis and to contribute to discussions of assigned readings at those seminars. They will also write a mid-term paper of 10 to 12 pages, and take an in-class, three-hour final exam at the end of the semester.



### **History 3351: Work and Family Life in Modern Europe**

Core: Writing in the Disciplines

Tues-Thurs 1:00 – 2:30  
201 AH

Sarah Fishman, Ph.D  
Karl Ittmann, Ph.D.

This team-taught class explores work and family life as European society experienced the Industrial Revolution, examining the impact of modernization on the nature of work, changing forms of resistance and protest that emerged in response, the domestic and family lives of both the middle class and the working class, the impact of the two world wars on families, rising affluence and consumer culture, the welfare state, the sexual revolution of the 1960s. The class focuses primarily on England, France and Germany. We alternate lectures with small group discussions, using a wide variety of primary sources including minutes from revolutionary group meetings during the Paris Commune, a letter from Queen Victoria to her daughter about pregnancy, a pamphlet instructing women about the importance of their domestic duties, a chair-maker's memoir.



## **HIST3388: China from Early Civilization to 1600CE**

T&Th/4:00-5:30pm/208AH

Xiaoping Cong, Ph. D.

This course is a survey on the general history of China from the early civilization to 1600 CE. The course covers three major periods of China's ancient history: the formative stage of Chinese civilization (up to 206 BCE), the early imperial age (206BCE-1000CE), and the late imperial period up to 1600 CE. We begin with a brief introduction of the Neolithic society and then enter the formative age of Chinese civilization. We will continue to look into the development of the civilization, evaluating the economic, cultural and social changes of imperial China. The themes of the course will cover the aspects of the religious, moral and social beliefs of early China; the assessment of the significance of the institutions of state and family, which have left such a striking imprint on the whole of Chinese history. The course will be a combination of lectures, readings, pictures, and films. Students will be responsible for each week's reading and attendance of both lecture and discussion sections. Students are also required to write one paper (5-7 pages in length), one reading report (3-5 pages) based on the reading materials of the course, and take two exams

HIST 3395

# THE ANCIENT WORLD THROUGH FILM



**MW 4-5:30 p.m.**

**Kristina Neumann, Ph.D.**

This course engages with 20th and 21st century films about the ancient Greeks and Romans. We will use these movies to look at history from two perspectives: 1) the historians and writers from the ancient world and 2) the modern filmmakers in Hollywood and abroad. Special focus is placed on how each peoples dealt with the topics of “the gods,” “hero,” “war,” “women,” and “other.” This course will cover the historical events and ancient primary texts inspiring each movie, as well as modern scholarship questioning why the ancient world has been such a popular topic for modern audiences. Our goal is not to decide who got history “right” or “wrong,” but to realize that history is a story told in a context. We will examine who tells this story and what underlining motives and factors shape their narrative. By the end of this course, you will have the tools to analyze a historical account, whether it is told in writing or through film.

## HIST 3397 Palestine and the Making of the Arab-Israeli Conflict



**TTH 4-5:30 p.m.**

**Abdel Razzaq Takriti, D.Phil.**

This course examines the origins of one of the longest running and most significant conflicts in modern history. It explores social dynamics in late-Ottoman Palestine; the birth of the Zionist movement; the establishment of the British Mandate; the Palestinian revolt of 1936-39; the 1948 war; the creation of the state of Israel and the dispossession of the Palestinian refugees. Students will consider questions of social, demographic, and cultural transformation as well as political dynamics. Using a broad range of primary sources, they will be encouraged to reflect upon the period in question on its own terms and to search for the voices of its protagonists. The subject under consideration has attracted lively debate and led to the development of several major theoretical approaches such as post-colonialism and comparative settler-colonial studies. These approaches, as well as major historiographical debates in the field, will be thoroughly engaged with.

# History 4328

## The Vikings



**TO BE ARRANGED--A Distance Education Class. Watch Lectures on YouTube at your leisure, with lecture outlines, guidelines, maps and other resources on Blackboard Learn. Easy contact with Instructor through Blackboard Learn (frequent postings), and email.**

**Sally N. Vaughn, Ph.D.**

Historians are just beginning to realize the profound effect of the Vikings on European Medieval culture. The Viking age began c. 750 AD, when Scandinavians burst forth and spread throughout the Northern Hemisphere, East and West. It ended when these exploratory and colonizing activities became proto-states: England, the Orkneys, Iceland, Norway, Denmark and Sweden, Novgorod and Kiev in Russia and Normandy in France. Scandinavians began with a common Norse culture: a common language, a common religion and customs, which we will examine first. As outsiders they sailed forth from their homeland, discovered and colonized many new lands--some in empty lands, others with native populations. Some colonies created new peoples--Russians and Normans. The course examines pre-Viking roots, culture and religion, their heroic age of exploration and discovery, conversion to Christianity, and the kingdoms, duchies and proto-states, one by one, that they created.



# History 4332

## The Crusades



**TO BE ARRANGED: A Distance Education Class. Watch Lectures on YouTube at your leisure, with lecture outlines, guidelines, maps and other resources on Blackboard Learn. Easy contact with Instructor through Blackboard Learn (frequent postings), and email.**

**Sally N. Vaughn, Ph.D.**

This class examines European Crusades from their 1095 origins. We often think of the Crusades as voyages and battles of Europeans against Muslims in the holy land; in reality the Crusading movement was far larger, including campaigns against Northern pagans in the Baltic Lands; against the Moors in Spain; and against heretics in Southern France and papal political enemies in Italy; and even the Spanish conquest of the New World, often likened to a Crusade. Why did the movement start? What did it accomplish? How did it change Europe itself? What did it represent in the context of Medieval History? What impact did it have on non-Europeans? We will pay particular attention to the milieu of the Middle East and the clash between Christendom and Islam, and the cultural differences between the two cultures. First, we will focus on the First Crusade, which set the pattern for the rest of the Crusades: the causes of the Crusading movement, the nature of Islam, and the Muslim reaction. The First Crusade was the only successful Crusade to the Holy Land. Next, we will look at the successive Crusades growing from it--interestingly, throughout Europe itself, as well as continuing Crusades to the Holy Land up to the 17th Century.

**HIST-4368**  
***Food, Drink, and Drugs of***  
***Latin America***  
***Dr. Natalia Milanesio***

*Fall 2015- Class Meetings: H 34; T-T 2.30-4.00 p.m.*



*Do you want to learn how Latin American chocolate, coffee, and bananas conquered the world? Are you interested in how people express their culture, gender, and race through food preparation? Have you thought about the connection between national identity and food?*

*Do you want to understand the difference between coca production and the cocaine traffic? Do you wonder why Argentine empanadas, Peruvian ceviche, and Mexican tequila are enjoyed all over the world?*

*Take this class to find answers to these questions!*



## Modern Mexico 1810 to Present

History 4369, sec 19460, 11:30am-1:00pm TTH

Prof. John Mason Hart

Mexican Independence from Spain

Texas Independence

The War with the U.S.

The Generation of 1848

Benito Juarez and the Reform

The War with France

Porfirio Diaz and the Overthrow of Democracy

The Mexican Revolution

The Rise of Social Democracy

The Reaction and the Post-Revolutionary Regime

The Student Uprising of 1968

Repression and the Re-establishment of Oligarchy

The Drug Industry



## HIST 4393 Arab Revolutions and Revolts, 1948-Present

**TTH 2:30-4 p.m.**

**Abdel Razzaq Takriti, D.Phil.**

This course examines Arab revolutions and revolutionary movements, assessing their diverse causes, transnational connections, and crucial impact. Major case studies from the Arab region will be explored, with particular focus on republican transformations and classic anti-colonial revolutions in the 20<sup>th</sup> century (such as the Algerian revolution pictured above). The course will conclude with an overview of the legacy of these historic revolutions and revolts and their relevance to the contemporary Arab Spring. Students will engage with a wide range of primary documents (in translation) as well as revolutionary films, songs, posters, and art from a variety of countries including Egypt, Iraq, Oman, Palestine, Syria and Yemen.