



John Steuart Curry, Tragic Prelude (1938-1940). Mural in Kansas State Capitol Building

Professor Kelly Hopkins- History 1301: History of the United States to 1877

This course examines the formation and early history of the American republic in multiple aspects: political, social, economic, and cultural. We will investigate the lives of ordinary people as well as the actions of national leaders. In particular, we will focus on the interplay and interdependence of power and dispossession, prosperity and poverty, and freedom and slavery. An understanding of how past generations lived and acted, and how historians reconstruct the past, will deepen your own perspective on contemporary America. Through lectures, classroom discussion, readings, and writing assignments, students will demonstrate knowledge about the historical development of the contact period, colonization, and the early United States. Class discussions and writing assignments address primary and secondary source documents, historical interpretations and arguments, and historical events to develop critical reading, writing, and analytical skills. In addition, course assignments will allow students to practice and enhance interpersonal communication skills, recognize differences in perspective and experience, manage and organize time efficiently, and become more fluent in digital tools.

History 2312

Western Civ since 1450

Professor Karl Ittmann

kittmann@uh.edu

T/TH 1pm-2:30pm

AH Rm 10

This course explores the creation of Europe as a geographic, political and cultural entity. It focuses on the transformation of Europe's economy by the Industrial Revolution, the emergence of representative political institutions and the rise of mass urban society. It interrogates the idea of Europe and the expansion of European power on a global scale and the decline of that power during the catastrophic events of the twentieth century.



MAP 2-7 EUROPE, 1400-1500

HIST 2356 Global Cities

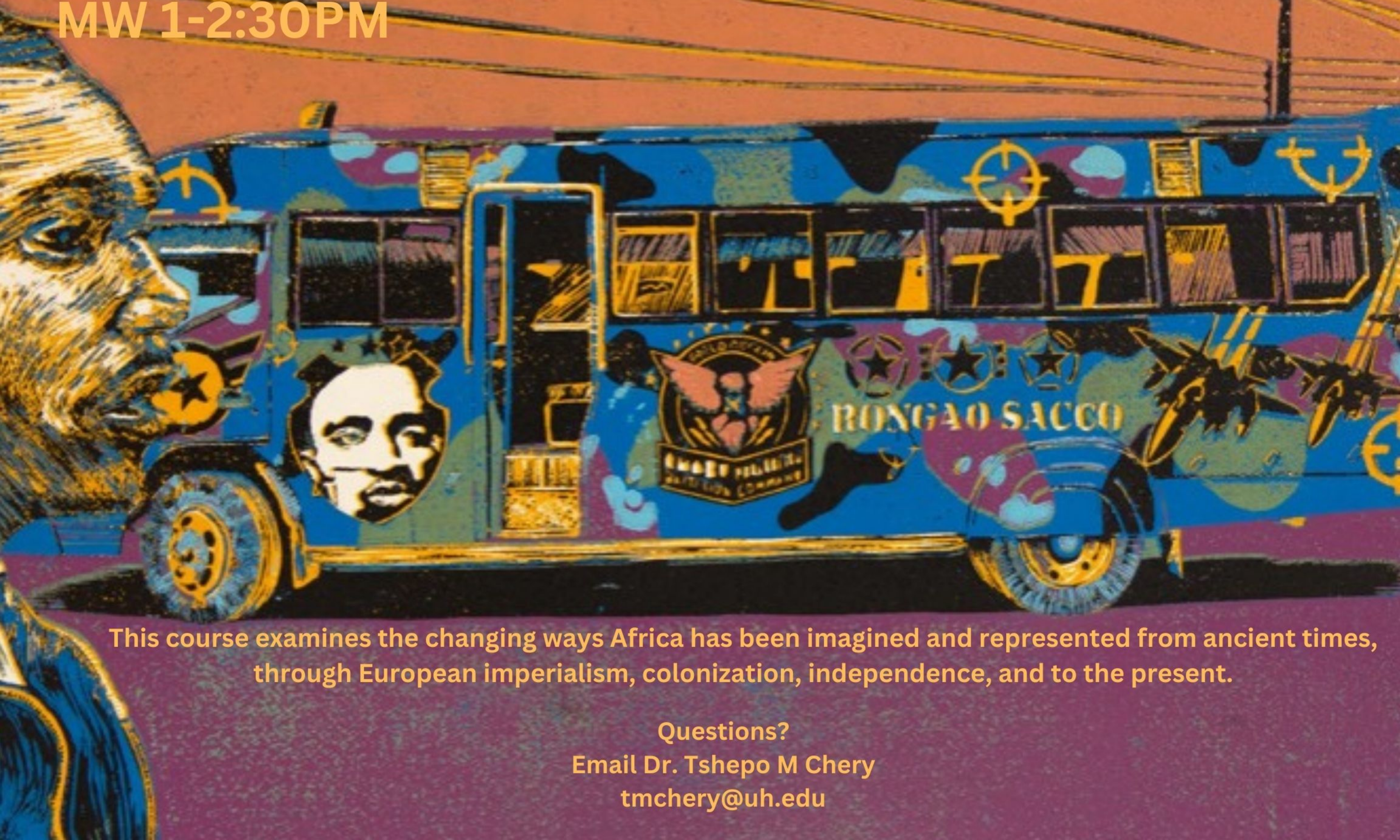
Why should we study global cities? Through the study of global cities we can learn not only colonial urban history and the changes that were unleashed as a consequence of colonialism in Asia and Africa. This course will offer insights into the different types of colonialisms in the modern world. It will examine the *raison d'être* of cities that began as colonial ports such as Calcutta, Bombay, Hong Kong, Shanghai, Durban; colonial hill stations and sanatoria such as Penang and Simla, and explore how postcolonial nation states have transformed their urban spaces and lives in Johannesburg and Islamabad. This will include analyses of architecture and lived spaces, infrastructure and public health, and the politics and street life of cities in the global South.



Indicative Weekly topics

- Introduction: What is urbanism and its difference from colonial urbanism
- Pre-colonial urbanisms: Delhi and Beijing
- Colonial Trading ports- Calcutta
- Colonial Trading ports- Canton
- Colonial Trading ports- Bombay
- Colonial Trading Ports- Durban
- Imperial and post imperial Cities- New Delhi and Lahore
- Imperial and post-imperial Cities- Saigon/Ho Chi Minh City; Canton/Guanzhou
- Imperial sanatoria and hill stations- Simla, Penang, Darjeeling, Freetown
- Postcolonial nation-states megacities- (Shanghai and Johannesburg)
- Postcolonial nation-states and urban planning- (Islamabad and Chandigarh).

HIST 2368: Intro to African Studies MW 1-2:30PM



This course examines the changing ways Africa has been imagined and represented from ancient times, through European imperialism, colonization, independence, and to the present.

Questions?
Email Dr. Tshepo M Chery
tmchery@uh.edu

HIST 2374- POPULAR CULTURE IN LATIN AMERICA

University of Houston

Spring 2023

Online Asynchronous Course

Dr. Natalia Milanesio

nmilanesio@uh.edu

Course Description

This class examines the historical context of production, the main characteristics, and the legacies of different Latin American cultural expressions, including music, art, sports, and cinema. Some of the themes analyzed are Argentine tango, Mexican muralism, Brazilian capoeira, and Dominican bachata, among others. By exploring the history of Latin American culture, we can address fundamental aspects of the region including issues like *mestizaje* e *indigenismo*, the rise of the modern state, the emergence of revolutionary movements, and gender and social identities.



History 2397

Law and Society in England, 1100-1800

Prof. Catherine Patterson

cpatters@uh.edu

TTh 8:30-10 1.m.

Where do our ideas about law come from? How and when did the tradition of common law, which serves as a foundation for the American legal system, originate? How did English people experience the law in the past? How did they shape it and how were they shaped by it?

This class will introduce students to the English legal tradition from the medieval period through the early modern period, when it made its way to America. We will explore some major developments in English legal ideas and practice, but we will also look at how law existed as part of social and cultural experience, posing questions like these: What constituted a crime? What punishments were considered appropriate? Who defined guilt or innocence? Who had legal rights and what did they mean for different categories of people? We will also consider how English ideas of law moved beyond England's boundaries in the 17th and 18th centuries.

This class can be petitioned to count toward the Law and Policy professional track within the History major.





["Map of the several nations of Indians to the Northwest of South Carolina."](#) Francis Nicholson (Contributor), c. 1721. Geography and Map Division, Library of Congress.

Professor Kelly Hopkins- HIST 2398: Native North America, 900-1840

Although ignored for generations, scholars are now showing an intense interest in the various experiences of Indigenous peoples in North America. This course examines the history of Native North America prior to European contact through the era of Indian Removal east of the Mississippi River (c. 1838). Throughout the seventeenth, eighteenth, and early nineteenth centuries, the experiences of Indigenous groups varied greatly as communities adjusted to their new world and settler colonization. Some groups reinvented themselves and turned their new situation to great advantage. Others argued for accommodation and assimilation of aspects of the new culture. Some groups managed an uneasy coexistence with their new European and Indigenous neighbors. Others still responded with armed and violent resistance. Class discussions and writing assignments address primary and secondary source documents, historical interpretations and arguments, and historical events to develop critical reading, writing, and analytical skills. In addition, course assignments will allow students to practice and enhance interpersonal communication skills, recognize differences in perspective and experience, manage and organize time efficiently, and become more fluent in digital tools.

HIST 3317: Making of Ethnic America

Dr. Mark A. Goldberg

Spring 2023



This course will explore the history of immigration in the United States from a comparative perspective. We will follow multiple migration streams and track how Latin American, Chinese, and Jewish immigrants built their new lives in the 19th- and 20th-century United States. Migrants often found themselves amidst a rapidly changing political and social landscape, which shaped ideas about belonging and citizenship. We will analyze how newcomers navigated American society and built community in their new homes. We will also study the development of racial ideologies through the lens of immigration. Finally, we will examine the history of immigration law and policy in the United States to understand how Americans defined who belonged in different periods of history.



Houston Migration and Immigration

HIST 3307-1 (23691)

MWF 10:00-11:00, Spring 2023

Counts toward: Public History Professional Track and Creative Work Minor

Students in this class will:

- Focus on the migration and immigration patterns that have made Houston the nation's most diverse large city, exploring Black, Latino, Asian, Arab, African, and other ethnic communities
- Explore cultural traditions, including music and food
- Analyze the impact on Houston's growth, residential patterns, and attitudes of inclusiveness
- Complete a creative project, in a medium of their choice, suitable for public exhibition or publication in *Houston History* magazine

For information contact Dr. Debbie Z. Harwell, dzharwel@central.uh.edu



Public History Writing

HIST 3323-01 (17901)

MW 1:00-2:30, Spring 2023

Counts toward: Public History Professional Track
Creative Work Minor

This class offers students the opportunity to:

- Become a published author
- Learn to write history for a popular magazine audience, conduct research, edit copy, select images, and write photo captions
- Create articles for upcoming issues of *Houston History* magazine about the University of Houston's history, moving from story formation to preparing for publication
- Develop skills for the workplace

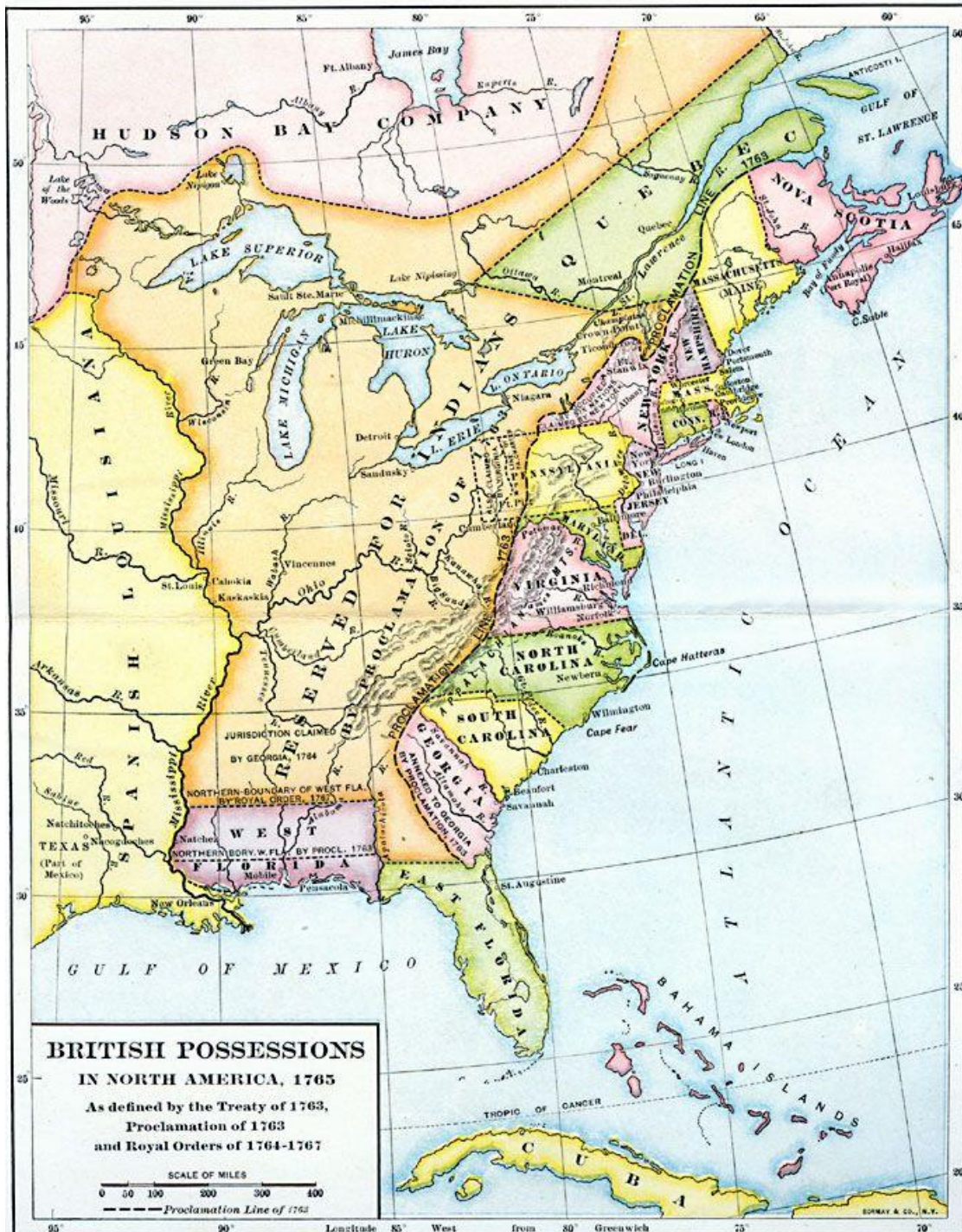
For information contact: Dr. Debbie Z. Harwell,
dzharwel@central.uh.edu

HIST3328-01: Colonial America, 1492-1776

Spring 2023 (M, W, 2:30-4:00)

Professor Matt Clavin

The course explores the multicultural history of colonial America with a focus on the founding, development, and maturation of Britain's thirteen North American colonies, which would become the United States.





BLACK WALL STREET OF TULSA'S GREENWOOD DISTRICT BECOMES A NATIONALLY REGISTERED HISTORIC PLACE

THE BLACK ENTERPRISE, OCTOBER 6, 2022

HIST 3331 - SPRING 2023 PROFESSOR L. REED

African American History since 1865

TTH 10: 00 – 11:30 (Asynchronous)

HIST 3331 illustrates that African Americans' life and culture continued to enrich the United States after 1865. Key questions address social, political, and economic issues and the lives of black people in America. Cultural contributions are also linked to survival mechanisms and the key questions. Spring 2023's general theme is African American business enterprises.

- ❖ **Students will attain, through lectures, reading, and demonstrate, through exams and essays, knowledge about the historical significance of African American people to the development of North America after the Civil War.**
- ❖ **Students' use of primary sources and secondary works of history will enable them to experience the crafts of historians and assist them to think critically. Audio-visual material will also be used.**

REQUIRED READINGS

John Hope Franklin and Evelyn Higginbotham, *From Slavery to Freedom: A History of African Americans* (New York, New York, 2021, 10th. Edition). Electronic Book: McGraw Hill Connect, Book Smart Modules to be completed through UH Blackboard as assigned.

Keeanga-Yamahtta Taylor, *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership (Justice, Power, and Politics)* (Chapel Hill: University of North Carolina Press, 2020).

A'Lelia Perry Bundles, *On Her Own Ground: The Life and Times of Madam C.J. Walker* (New York: Scribner, 2001).

Semester will include an exercise with students creating a business representative of one that existed between 1900 and 1965, with a budget, set of employees, and goals/objectives.

History 3339

ANCIENT GREECE

HOLT

fholt@uh.edu

Online Asynchronous

In March 2006, the *New York Times* advised every university student seeking “a great education, no matter what college you attend,” to take a course on Ancient Greece. Why? With so much to learn about the world, what makes a bunch of dead Greeks worth anyone’s time? Perhaps it is because those Greeks were themselves so keen to know everything worth knowing, compelling them to invent history, drama, philosophy, economics, and science as we define these fields today. Perhaps we need to know how and why they were the first to conceive of democracy, politics, and public protest. Some ancient Greeks rank among the most important of all historical figures, including Alexander the Great, Aristotle, Cleopatra, Euripides, Herodotus, Pericles, Plato, Pythagoras, Socrates, and Thucydides. Where would we be today without the Hippocratic Oath, the Homeric epics, Euclidean geometry, organized sports, or the atomic theory? To know our world, we must first understand theirs.

HIST 3339 introduces students to the full panorama of ancient Greek history from the Mycenaean Age before Homer to the Hellenistic Age after Alexander (ca. 1600-30 BCE). This course demands regular and substantive interaction in the form of quizzes, exams, homework papers, and Q&A sessions.



History 3351: Work and Family Life in Modern Europe

Tuesday-Thursday 10:00 – 11:30

Dr. Sarah Fishman/Dr. Karl Ittmann

Core: Writing in the Discipline

This class explores changes in how families lived and worked from the Industrial and French Revolutions to the present: working-class radicalism, middle-class Victorianism, feminism and socialism, the two World Wars, the postwar welfare state, consumerism, the generation gap, the history of birth control and reproductive rights, the Sexual Revolution of the 1960s and beyond...



History 3367: Japan Since 1600

Instructor: Dr. Xiaoping Cong

xcong@uh.edu

Mon. & Wed. 4:00-5:30pm

Course Location: TBA

This is a survey course on the general history of modern Japan. The course will begin with Japan from the Tokugawa period and Meiji Reformation, and then continue to analyze Japan in WWII and the postwar period up to the present. The emphasis of the course will be on the major political, social, and economic transformations of the time, especially on the cultural changes in an age when Japan faced challenges from the West. The course also examines Japan's rise of militarism and the country facing major transformations in the postwar period. It also discusses the remaining issues of the war and the political and economic challenges Japan faces in contemporary times. The course is a combination of lectures, slid-shows, films, readings, discussions, and student presentations. No language prerequisite.



History 3370

Twentieth Century Revolutions in Latin America

Dr. Adela Cedillo

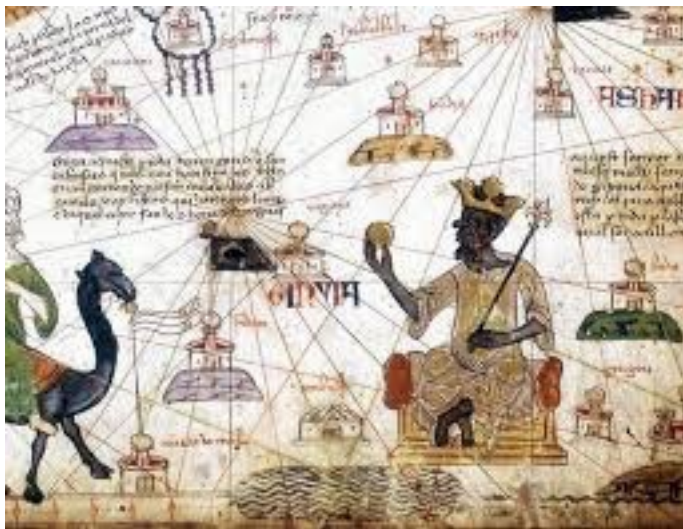
Email: acedillo8@uh.edu

Tuesday-Thursday, 11:30 am - 1:00 pm

Room Agnes Arnold Hall 2

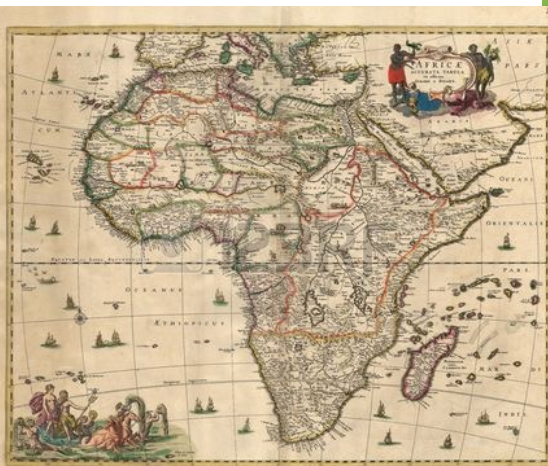
This course uses historical analysis and comparative politics to understand the origins and consequences of revolutionary violence in Latin America, from the 1910 Mexican Revolution through the civil wars in Central America in the 1980s and 1990s. The course will shed light on the structural factors that caused sharp class, gender, and race divisions and how different sectors—inspired by an array of ideologies from liberalism to socialism—organized to promote radical transformations. We will analyze the key role peasants, industrial workers, liberal arts professionals, students, and progressive clergymen played in insurgent collective violence and the conditions that galvanized women, children, and the youth to become central actors in these conflicts. Case studies include: the revolutions in Mexico, Bolivia, Cuba, and Nicaragua, the revolutionary attempts of the Cold War period, and the Zapatista rebellion of 1994.





Discover the Wonders of Ancient Africa!
Understand Africa's Role in the Ancient World!
 Be amazed, be enlightened.

See How Africa Worked Before the Europeans Arrived....



History 3381 (Spring 2023)

African Civilizations to 1750

Dr. Kairn Klieman

Tues/Thurs 5:30-7:00 pm

AH 304

History 3389

China Since 1600

Spring 2023

Instructor: Dr. Xiaoping Cong

xcong@uh.edu

Mon. & Wed. 1:00-2:30pm

Course Location: TBA

This is one section of a survey course on the general history of modern East Asia and Chinese history. The course mainly covers China from about 1600 CE to the present. It introduces the early-modern times of the country with an emphasis on the major political, social, and economic transformations of the time. It also reviews the cultural changes in an age when China faced challenges from the West. The course will be a combination of lectures, slides show, films, readings, discussions, and student presentations. No language prerequisite.



Anonymous, *Canton Factories* (c. 1780)



Sun Yat-sen (1866-1925 AD)





ALEXANDER THE GREAT

HIST 3395/DR. HOLT

He has been called the most important individual in world history.
Here is your chance to decide for yourself.



fholt@uh.edu

Online Asynchronous

This course takes students on an epic journey like no other in history. At the age of nineteen, Alexander of Macedonia set out to conquer an empire stretching from Mt. Olympus to India. With an army too small to fill Houston's NRG stadium, the young king captured the territories of twelve modern nations including Turkey, Syria, Egypt, Iraq, Iran, Afghanistan, and Pakistan. He inspired veterans twice his age to wage war through blizzards, sandstorms, and monsoons on three continents until they reached the end of the world known to the Greeks. What did they do when they got there? How many returned, and what did they write about their experiences? Today, historians struggle to make sense of a story so sensational, of a king so charismatic, that his contemporaries declared him a living god before he died at the age of thirty-two. Besides history, there is also myth and legend. Was he actually the son of a pharaoh, as the Egyptians claimed? Did he mate with the queen of the Amazons? Could he control nature, converse with trees, and walk on water? Did he invent the earliest flying machine, submarine, ice cream, and kissing? Was he poisoned and mistakenly buried alive? Was it his body that was discovered a hundred years ago in King Tut's tomb, or does he lie hidden with all his treasures inside a cave in Illinois? Why was he idolized by Julius Caesar, Pope Paul III, Louis XIV of France, Sundiata Keita of Mali, and heavy metal's *Iron Maiden*? As man and myth, Alexander the Great of Macedonia remains one of history's greatest challenges. Dare to walk in his footsteps to India and back, and decide the truth for yourself.

HIST 4371-Latin American History through Film

Tuesday-Thursday 5.30-7.00 pm

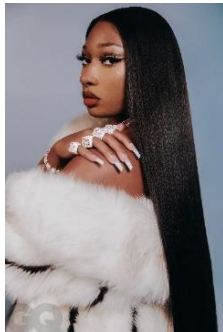
Spring 2023

Prof. Natalia Milanesio

nmilanesio@uh.edu



This class explores how popular cinema produces and circulates different versions of the Latin American past that are historically and culturally determined. The course focuses on films about key moments and central figures of Latin American history and asks students to engage critically with the ways in which both are represented. Films will be treated as cultural constructions. Through their analysis, students will gain a deep understanding of the context of production and of the historical events depicted.



HIST 4389 Blues Era to Hip Hop World

Spring 2023 TTH 1:00 – 2:30 PM Professor L. Reed

Asynchronous

Blues Era superstars, the internationally acclaimed Josephine Baker, Houston's own stars in Beyonce, and Megan Thee Stallion all have the commonality of providing America classic original musical genres. The personalities in the genres did so much more than entertain and perform; they were great humanitarians, for example.

HIST 4389 will be greatly appreciated if enrolled students have a basic acquaintance with American history. Even so, Professor Reed will assist in providing historical context for musical genres included in the course. *A Guide to Further Reading* will be included to illustrate the iconic musical genres for which African Americans made America internationally famous.



Learning Outcomes: *How did African American music shape history & culture in the United States? How were African griots related to the latest development in hip-hop culture?*

- ❖ Students will attain, through lectures, audio-visual material, discussion and reading, and demonstrate (through exams, essays, and recorded oral presentations) knowledge about the historical significance of African American music to the development of culture in the United States of America and the world.
- ❖ Primary sources and secondary works will help students to read and to think critically.
- ❖ Writing assignments will enable students to improve their writing skills. Recorded oral presentations (shared electronically) will help students to improve verbal skills.



HIST 4392

Decolonizing the History of Science and Medicine

Pratik Chakrabarti

pchakra7@central.uh.edu

Mon 2:30-5:30 PM

Decolonization has emerged as a new meaning of colonialism. Originally referred to as the political process of withdrawal of European nations from their colonial power, Decolonization now signifies the need to politicize and historicize contemporary questions of health, racism, museum artefacts, and inequalities through the history of colonialism.

This capstone course will introduce students to the colonial roots of modern science and medicine. It will then help students to explore that Decolonization requires not merely an awareness of European science and medicine's hidden colonial past. It necessitates seeing science and medicine themselves as imperial epistemes. It is also a principle, which calls for action for change, in terms of active intellectual, political, and social intervention.

SPRING 2020

Mo/We 2.30-4 PM

DR. ALEXEY GOLUBEV

HIST4395 / COMM4375

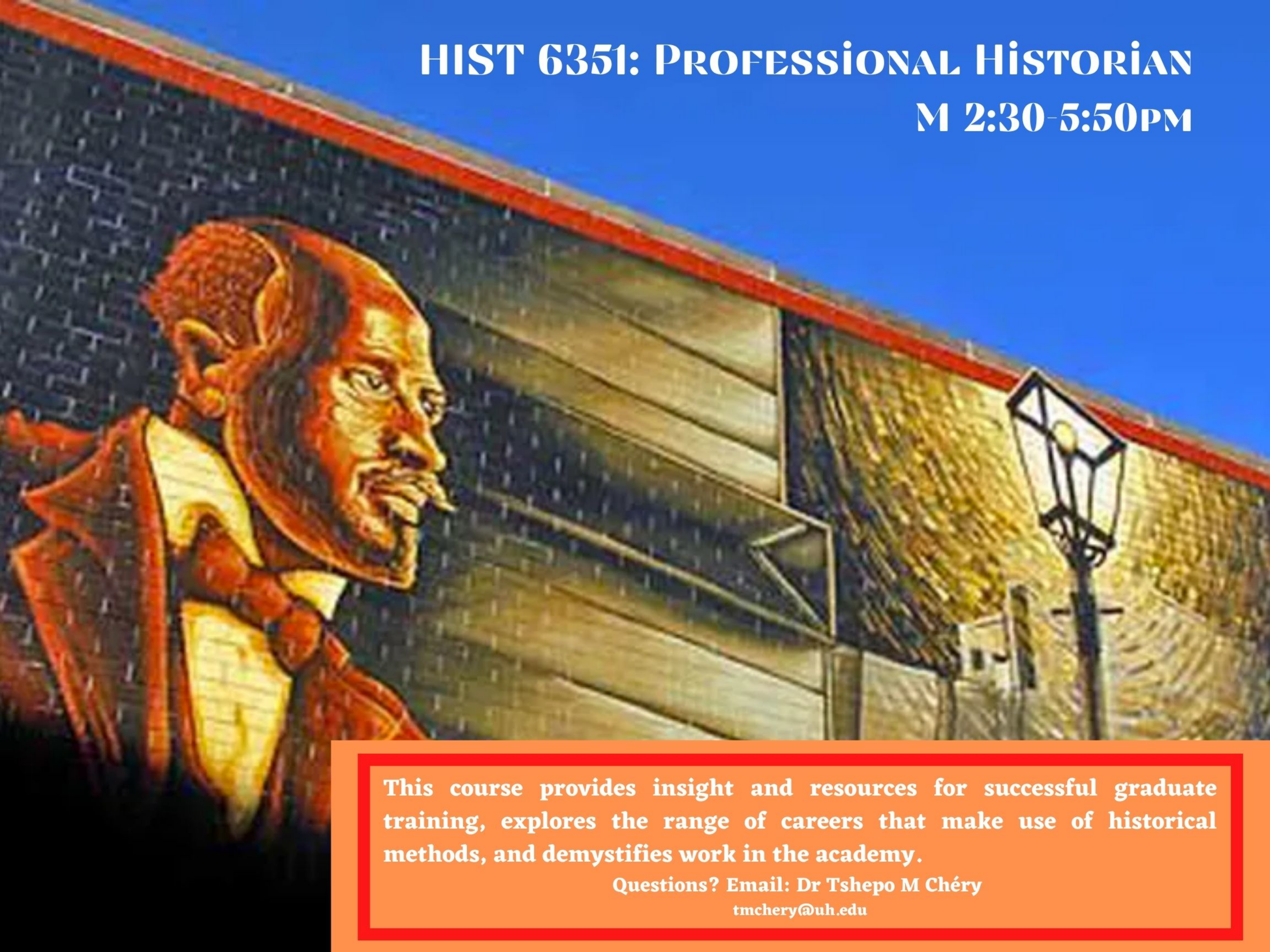
PROPAGANDA IN HISTORY



Leni Riefenstahl and her filming crew. Bundesarchiv, Bild 146-1988-106-29.

HIST 6351: PROFESSIONAL HISTORIAN

M 2:30-5:50PM



This course provides insight and resources for successful graduate training, explores the range of careers that make use of historical methods, and demystifies work in the academy.

**Questions? Email: Dr Tshepo M Chéry
tmchery@uh.edu**

History 6382

Research in Public History

Dr. Monica Perales

Contact info: mperales3@uh.edu

Tuesdays 5:30-8:30 pm
Agnes Arnold Hall, Room 549

In this course, students will put research, writing, presentation skills, and public history methodologies to work on a collaborative public-facing project. As part of the donor-sponsored **100 Years of Stories Project** in the UH Center for Public History, we will be working as part of an interdisciplinary curatorial team to research and continue work on a major exhibit to be mounted in MD Anderson Library in Fall 2023. Learn how the team works together to develop the exhibit narrative, selects artifacts, and created engaging displays that brings an exhibit to life. Participate in crafting important elements of an exhibit, and explore issues of audience engagement, balancing stakeholder needs, and working as part of a team. Readings, guest speakers, and site visits will offer a foundation in exhibit creation and provide insight into the real-world application of public history principles and best practices.



Photo credit: UH Photograph Collection, University of Houston Libraries Special Collections.

<https://id.lib.uh.edu/ark:/84475/do63827c390>



History 6393: Readings in U.S. Labor and Working-Class History

Prof. Josiah Rector

jjrector@central.uh.edu

Wednesdays 2:30-5:30 pm

Location: Agnes Arnold Hall (Room TBA)

This graduate reading seminar will examine the secondary literature on U.S. labor and working-class history. We will read a selection of classic and recent works, ranging from local to national and transnational histories, and critically analyze their methodological approaches, theoretical frameworks, and interventions in historiographical debates. Our readings will explore the labor movement's complex relationship with other social movements (such as civil rights, feminism, conservatism, and radical politics), political parties and the state, and the political economy of industrialization, deindustrialization, and globalization. Students are expected to participate actively in the weekly reading discussions, to write a series of short reading responses, and to write a substantial historiographical essay on a topic related to labor or working-class history (not limited to the U.S. or the 20th century).