Fall 2018 Topical Courses

History 400: Confronting Genocide: How Germans Remember Their Past
Professor Susanne Hillman
History 400 is the gateway course for the history major at San Diego State University. Structured principally as a seminar, this course is designed to introduce majors to historical methods, theory, and writing. To provide further insights to these essentials of the historian’s craft, all sections of History 400 include a “case study” method by focusing on one or more specialized historical fields.

The topic of this section of History 400 is Germany’s tortured relationship with its “unmasterable past.” When World War II ended, the German people faced widespread destruction, humiliation, and the shame of occupation and partition. Over the next five decades, West Germany gradually metamorphosed from international pariah to exemplary model of memorialization and atonement while the East largely ignored the Holocaust. Since unification, Germans have had to grapple with the dual legacy of genocide and socialist dictatorship. In this course our main focus will be on divided national identity and memory, cultural representation of the past, and the institutionalization of memory in both West and East. Students will learn how to conduct research, to assess historical evidence, and to interpret and debate within the discipline.

We will begin by examining the historians’ craft and tools. Theoretical discussion will be followed by a basic historical overview of the Holocaust and its relationship to memory studies. Assigned readings will be supplemented by relevant film excerpts as well as images of major monuments and memorials.

Reading likely include:
Konrad Jarausch, After Hitler: Re-Civilizing Germans, 1945-1999
Kahnsteiner, Wulf, In Pursuit of German Memory: History, Television, and Politics after Auschwitz
Kovach, Thomas and Martin Walser, The Burden of the Past: Martin Walser on Modern German Identity
Gabriel Rosenfeld, Hi Hitler: How the Nazi Past is Being Normalized in Contemporary Culture

History 400: Junior Seminar Methods and Historiography: US military, Foreign Relations and the Cold War
Professor Yeh
This is the gateway course for history majors. The course is designed to introduce them to historical methods, theory, and writing in the discipline of history through an examination of one field of historical inquiry. The focus of this course is to examine the effect of US military on foreign relations in the cold war context. In particular, we will examine various aspects such as occupation, crimes, prostitution, and military families. Students will read and discuss in a seminar format. The major goal is to complete a historiographical essay.

History 400: The Historian’s Craft: Alexander the Great and His Legacy, The Hellenistic World
Professor Penrose
We will begin the course by reading about the historian’s craft and the methodology of History as a discipline as well as interdisciplinary approaches towards the past. Readings will include The Historian’s Toolbox and A Short Guide to Writing History. Next we will apply the tools of the historian’s trade by analyzing the historiography of Alexander the Great and his legacy, the Hellenistic World. We will scrutinize both ancient and modern historiography concerning the events that led up to Alexander’s campaigns, his life, and the aftermath of his conquests. Keen attention will be paid to the differences between ancient and modern historical thought and methods, narratives versus monographs, and traditional, interdisciplinary, and theoretical approaches used in modern historical analyses of the past.

**History 402: History of Childhood: American Experiences**  
**Professor Kornfeld**  
History 402 explores the history of childhood in America over the past four centuries. A new field of historical inquiry, the history of childhood presents special challenges and opportunities: without textbooks or an established canon of names and dates to memorize, we are forced to seek out a variety of sources, and freed to envision historical study as open, fluid, and creative. We shall bring a new philosophy of learning to this new area of study. There will be no lectures, no quizzes, and no examinations. Rather, the professor and students shall explore various topics in the history of childhood together, bringing our different life experiences, cultural backgrounds, and perspectives to bear on the primary sources and interpretations that we shall read. Individual research, class discussions, and group presentations will allow each student to encounter the emerging material individually and to share her/his insights with a community of scholars. In fall 2018, History 402 will be part of the Arts Alive SDSU Collaborative Course program, which attempts to infuse the arts and interdisciplinary study across the university. Paired with a student from Art 341 Graphic Design II, you will have the opportunity to enhance your study of the history of childhood by acting as a historical consultant for a design project that will apply the themes of your research to a contemporary issue in children’s lives. You and your graphic design partner will present your collaborative work together, in place of a final examination.

**History 450: Modern California History**  
**Professor Wiese**  
History 450 is the capstone course for history majors at San Diego State University. The primary aim of this course is to prepare you to write a scholarly research paper using primary evidence. Underlying this goal, the course aims to help you do the following: measurably improve your academic writing; frame a research question in the context of an academic literature; develop skill in identifying and interpreting historical evidence; build a historical argument based on primary sources; and understand recent historiographic development in one area of history. The thematic focus of this course will be Modern California History.

**HIST 496A: Sports in US History**
Professor Cline
HIST 496 uses the history of sport as a lens through which to view American social change from the pre-colonial period to the present, but with a central focus on the long 20th century. You will be introduced to a number of new ways of looking at sports and to a variety of athletes with whom you will likely be unfamiliar, as well as experiencing anew teams and storylines and individuals you may believe you know well. And you will get a chance to conduct research into the sports topic of your choosing.

HIST 496A: Digital History
Professor Nieves
This course blends a traditional seminar in the theory and issues of digital history with hands-on training in its tools and practices in order to better understand how technology is transforming the way historians conduct research and present their work. Students in this course will learn about computational tools for data analysis; the new ways historians record, store, organize and disseminate their findings; and about the theories and practice of digital history through readings, workshops, websites, field trips, discussions, and by having professional historians, archivists, librarians, and digital project directors as guest speakers. Using an experiential and flipped classroom approach, students will explore the possibilities and challenges of doing public history in digital spaces, applying what they learn to their own self-designed digital public history projects. Students will each identify a digital collection of materials around which they will build an online project. In developing a digital history project, students will define their target audience(s); establish a set of outcomes; identify and adopt a delivery platform; determine an organizational system; create content, including narrative and interpretative text; and devise a set of criteria for evaluating the project’s impact. Students will develop detailed work plans to ensure timely and successful completion of their projects. This course challenges students to think broadly about where the field of history is headed and how libraries, archives, academics, publishers, and the public are thinking about how to preserve the past and curate unique projects to share with the world.

History 539: Early California
Professor Colston
This course explores the history and culture of California as a Spanish frontier, which covers a period of some three hundred years, from the early sixteenth to the early nineteenth centuries. Because this frontier did not exist in a vacuum, the contexts in which it was situated will also be examined—principally Spain’s settlements in the greater Southwest and its contests with imperial rivals along the Pacific Coast as far north as Alaska. Students will read a variety of scholarly books and articles on topics that include (and are not limited to) European explorations, Spanish-Native American interactions, Spain’s military defenses, the varieties of social groups that formed the frontier’s social fabric, and twentieth-century constructions of historical images in film and architecture. Students with interests in the American West, Colonial Spanish America, European colonialism, maritime history, military history, Native American history, and cultural studies should find this course engaging.
History 582: “Intellectuals in 20c Europe”  
Professor Kornfeld  
Would you like to read and discuss some of the most important, provocative books written in the 20th century? In fall 2018, Professor Kornfeld will offer History 582 with a focus on “Intellectuals in 20c Europe.” Designed as a seminar centering on weekly discussion of shared readings and a research paper rather than lectures, quizzes or examinations, the course will explore the changing role of intellectuals in 20c Europe through readings in a variety of disciplines, including philosophy, psychology, physics, painting, music, architecture, drama and fiction. Course readings will include Friedrich Nietzsche, *Beyond Good and Evil*; Sigmund Freud, *The Interpretation of Dreams*; Werner Heisenberg, *Physics and Beyond*; Wassily Kandinsky, *Concerning the Spiritual in Art*; James Joyce, *A Portrait of the Artist as a Young Man*; Bertolt Brecht, *Threepenny Opera*; Walter Gropius, *The New Architecture and the Bauhaus*; George Orwell, *Homage to Catalonia*; Virginia Woolf, *Three Guineas*; and Jean-Paul Sartre, *The Flies*. The course will culminate with individual research papers and collaborative group presentations on intellectuals and the Cold War, and intellectuals and post-colonialism, in place of a final exam. There are no prerequisites for the course, beyond a willingness to read and discuss some of the most exciting works of the twentieth century.

History 620: The Social and Cultural History of Early Modern Europe  
Professor Ferraro  
Historians have assigned multiple descriptives to the years between 1500 and 1800, defending and debating them with vigor. The revival of classical models in art, history, and philosophy and the keen interest in humanistic study, commonly attributed to “The Renaissance,” also fueled “The Reformation,” a period of dramatic religious reform in the Catholic confession and the introduction of multiple Protestant denominations. Together these descriptives launched the “Early Modern” era, a time that witnessed no less than sweeping transformations, including European encounters with the Americas and Asia, the growth of state bureaucracies, and new advancements in science and technology. But what place did ordinary people, like peasant farmers, artisans, brides and grooms, heretics, sex workers, and “witches” occupy in this transformative era? The course will explore the impact of these developments on daily life with a broad set of readings that examine and assess individual experiences in the context of global change.

History 630: The Vietnam War  
Professor Asselin  
This graduate reading and research seminar considers the international history of the Vietnam War (1954-75). It addresses main historiographical currents through an exploration of the war's main phases. Its focus is on the purposes, strategies, and internal debates that conditioned the policymaking of the
United States, North and South Vietnam, and other parties, including the Soviet Union and China, before and during the war.

**History 665: Seminar in History**  
**Professor Pollard**  
This course is a guided research seminar in which advanced MA students undertake some of the basic activities central to "doing history" professionally: considering what it means to "do history," framing questions for historical inquiry, situating your research within the wider discourse of the profession, developing a research prospectus, researching those questions by following and adapting that prospectus, formulating a proposal/abstract for a formal presentation, delivering a formal presentation of work, appraising the work of others, and revising work based on that feedback. These activities will result in a body chapter of the MA thesis or a stand-alone research paper (for Plan B/Exam students) at the end of the course. Students will undertake research in primary sources and secondary scholarship in order to produce this writing.

**History 680: Spatial Humanities**  
**Professor Nieves**  
Spatial humanities relies upon powerful geospatial technologies and methods to explore new questions about the relationship of space (physical, imagined, manmade or otherwise) to human behavior. It represents a bridging across disciplines, and may engage with ethnic studies (Chicana/o Studies, Africana Studies, Asian American Studies, etc.) history, archaeology, literary studies, women’s studies, queer studies, area studies, and cultural studies, to name but a few areas. This seminar course introduces graduate students to the theory and methods of the spatial humanities, while examining the tools, theories, and methodologies of social justice. Engaging with spatial theory and learning technical methodologies students will learn to develop an understanding of the research questions and tools available in this new field of scholarly and applied inquiry while grappling with issues of social justice. Students will work throughout the semester in project-based learning grounded in spatial, intersectional, and critical race theories.