

FALL 2021

HISTORY 001: WORLD HISTORY FROM THE PALEOLITHIC TO THE COLUMBIAN EXCHANGE

Professor M. Santiago

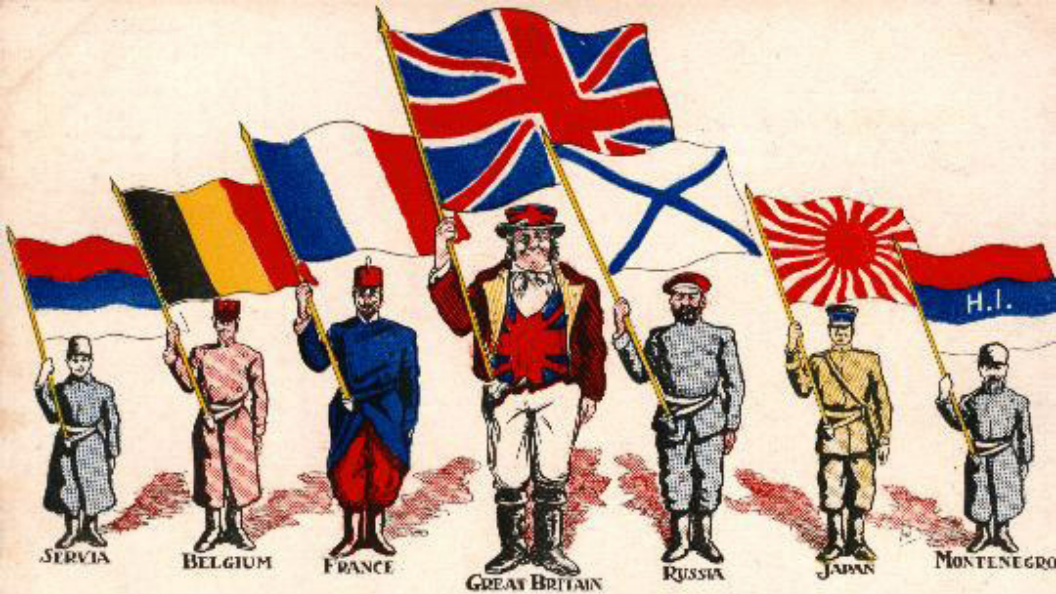
Monday, Wednesday, Friday

11:45am-12:50pm

This course fulfills two core curriculum requirements: Social, Cultural or Historical Understanding and Global Perspectives.



This course follows the course of human history from the emergence of modern humans (200,000 years ago) to the arrival of the Europeans in the Americas (1500s) and the massive death of indigenous nations caused by conquest and disease. Along the way, the class traces the development of societies across Africa, Eurasia, and the Americas, highlighting how they understood nature, their own cultures, and their neighbors. Themes include the origins of civilization, religions, and philosophies; the formation of kingdoms and empires; the rise of European colonialism; and the diversity of interactions among individuals as well as peoples, and between peoples and their environments. The class will include historical debates and varying interpretations of events and processes.



The Allies — "Onward to Victory"

FALL 2021

HISTORY 005: WESTERN SOCIETY AND CULTURE SINCE 1500

Professor A. Soine

Tuesday and Thursday

9:45 AM- 11:20 AM

**SATISFIES SOCIAL, HISTORICAL, CULTURAL UNDERSTANDING
AND THE COMMON GOOD LEARNING GOALS (SHCU AND TCG).**

This course will introduce students to "the West" as an evolving idea to be followed, redefined, and contested from the religious, social, and political upheavals of sixteenth-century Europe to contemporary debates over the role of Western values and traditions in an increasingly global society. Topics and themes will include: early modern and modern states and societies, daily life and culture, science and medicine, war and revolution, nationalism and imperialism, and globalization. Students may find it a useful preparation or companion to Collegiate Seminar. Through critical engagement with historical narratives, primary sources, literature, and media, we will consider how the persisting questions around political and cultural borders, social and economic stratification, and shared and contested values variably pushed and pulled Western communities closer together and farther apart—from each other and the rest of the world.

FALL 2021

HISTORY 017: U.S. HISTORY TO THE CIVIL WAR

A chronological survey of American history from the pre-colonial period to the Civil War, with an emphasis on racial, ethnic, class, and gender relations, immigration and migration, the rise and impact of social movements, and the relationship between North America and the world.

PROFESSOR G. LEMKE-SANTANGELO
MONDAY WEDNESDAY FRIDAY
8:00AM-9:05AM

Core designations:
SHCU (Social, Historical, and Cultural Understanding)
and AD (American Diversity).



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FALL 2021

HISTORY 106: SEMINAR ON HISTORICAL RESEARCH PROBLEMS AND ISSUES IN THE SANDINISTA REVOLUTION IN NICARAGUA, 1979-1990

The Sandinista Revolution in Nicaragua lasted only one decade, 1979-1990, a convenient period for a senior thesis. After a half-century of rule by the Somoza patriarchs, the small nation of 2 million people overthrew the dictatorship and embarked on a series of social, political, economic, cultural, and ideological changes that reverberated beyond Central America. Officials in Washington, Rome, and Latin America became players in the course and fate of the revolution and its electoral demise in 1990. Because the Sandinista Revolution took place in the recent past, there is no consensus view about what exactly happened during the decade of Sandinista rule or the meaning of the revolution. This state of academic affairs gives students the opportunity to dive into the primary sources and develop their own interpretations of the process. To that end, the course will take a topical approach, introducing a variety of themes to give students ideas about what they can research. Requirements include class attendance, active oral participation, a 30-page paper and a poster for community presentation at the end of the semester.

Professor M. Santiago

**Monday Wednesday
4:00pm-5:35pm**

FALL 2021

HISTORY 111: THE BIRTH OF EUROPE FROM THE LATE ROMAN EMPIRE TO THE A.D. 1000

THERE IS AN ARC OF CENTURIES FROM THE FALL OF ROME TO THE BEGINNING OF THE SECOND MILLENNIUM (4TH TO THE 11TH CENTURIES), WHICH HAS ALTERNATELY BEEN CALLED THE DARK AGES OR THE EARLY MIDDLE AGES. THE ANCIENT MEDITERRANEAN WORLD OF THE ROMAN EMPIRE, STRUCK BY THE PANDEMIC OF THE 6TH CENTURY AND ARRIVAL MORE NEW PEOPLES THAN ITS BORDERS COULD EXCLUDE, WAS TRANSFORMED INTO THE MANY-FACETED WORLD OF THE CATHOLIC KINGDOMS OF THE WEST, THE BYZANTINE ORTHODOX ROMAN EMPIRE IN THE EAST, AND THE MUSLIM CALIPHATES OF THE SOUTH. WE WILL EXPLORE THESE CULTURAL ROOTS OF EUROPEAN CULTURE. WE WILL ALSO ENTER THE DARK AGES TO DISCOVER WHAT LIFE WAS LIKE IN VILLAGE, FOREST, CASTLE, AND MONASTERY. OUR READINGS WILL BE DEDICATED TO SOCIAL AND ECONOMIC HISTORY AS WELL AS INSTITUTIONAL AND CULTURAL HISTORY.

BR. CHARLES HILKEN

TUESDAY AND THURSDAY
11:30AM- 1:05PM

SATISFIES SOCIAL, HISTORICAL, CULTURAL
UNDERSTANDING LEARNING GOAL (SHCU).



FALL 2021

HISTORY 141: AFRICAN AMERICAN HISTORY 1865- PRESENT

Monday Wednesday Friday | 9:15AM - 10:20 AM
Professor G. Lemke-Santangelo

**CORE DESIGNATIONS:
SCHU (SOCIAL, HISTORICAL AND CULTURAL
UNDERSTANDING) AND AD (AMERICAN
DIVERSITY)**

A survey of African American history from Reconstruction to the present with an emphasis on structural barriers to full equality, Black migration, institution-building, the enduring struggle for economic, political, and social justice, and the transnational dimensions of the Black freedom struggle.



FALL 2021

History 152: Revolution! Latin America, Social Justice, and the Search for the Common Good

Latin Americans have been striving for social justice and the common good for centuries. In the 20th, that struggle led to guerrilla movements and revolutionary governments. What social actors were involved in those upheavals? How did they define the common good? What did the revolutionaries achieve when they gained power? What obstacles did they face in trying to achieve social justice and the common good? These questions will guide our inquiry into the following revolutions: Mexico (1910-1946); Guatemala (1944-1954); Cuba (1959- today); and Nicaragua (1979-1990). Students can expect to deepen the skills of the historian: attention to chronology and periodization, analysis of primary documents, flawless writing, and making sound historical arguments based on the evidence. Class participation is essential. Students will write three papers on Latin American perspectives and the revolutionary experience

THE COURSE FULFILLS THREE CORE REQUIREMENTS: SOCIAL, CULTURAL OR HISTORICAL UNDERSTANDING; THE COMMON GOOD; AND GLOBAL PERSPECTIVES. IT IS ALSO CROSS-LISTED WITH WAGS.

PROFESSOR M. SANTIAGO

**MONDAY FRIDAY
1:00PM-2:35PM**

FALL 2021

History 161 *Modern* *Japan*



**PROFESSOR
E. SONGSTER**

**Monday Wednesday & Friday
10:30am-11:35am**

Fulfills **SHCU** (Social Historical Cultural Understanding) and **GP** (Global Perspective) Core Curriculum graduation requirements.

From samurai to radioactive tsunamis, this course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present-day Japan. Students will delve into social, cultural, environmental, and economic history and the many ways they intersect. This course will pay special attention to the transformation of Japanese society in peace and self-induced isolation, through the egregious outward reach of empire, and the emergence of Japan as a technological powerhouse and examine the enduring global infatuation with anime pop culture.



A bronze statue of two women, known as the Comfort Women, stands in front of a modern glass skyscraper. The statue is positioned in the center of the frame, with the women's figures extending towards the left and right edges. The background shows the grid-like pattern of the building's windows.

FALL 2021

HISTORY 181:

WOMEN IN WARTIME: MEMORIALIZING CONFLICTS IN THE PACIFIC RIM

PROFESSOR E. SONGSTER

MONDAY WEDNESDAY FRIDAY
2:45PM-3:50PM

The controversy surrounding the decision to install a statue in San Francisco commemorating “Comfort Women” in 2017 raises important questions about the ways that women’s experiences of wartime are both remembered and forgotten. The Bay Area is an integral part of the Pacific Rim and the conflicts that it has endured. From early migrations, wartime industry construction, internment stations, military bases, refugee relief, and more, these many vantage points and the ways they have been memorialized offer important perspectives on wars in the Pacific and their roles in our current cultural landscape. Students will analyze Bay Area memorials to wars in the Pacific, the history of the monuments, the history they portray, and the significance of this memory to our present day. Students also will engage with community partners in projects that will raise awareness regarding the particular ways that female wartime experiences are remembered.

Satisfies core requirements:
soc/hist/cult and Community
Engagement (SHCU and CE)



FALL 2021

HISTORY 182

THIS IS A .25 UNIT CE CLASS

**HIST 182: HISTORY MENTORS—HISTORY AND
COMMUNITY ENGAGEMENT COURSE**

**PREREQUISITE(S) AND/OR COREQUISITE(S):
ENGLISH 5 AND EITHER HIST 101 OR 2 OTHER SMC
HISTORY COURSES**

THE HISTORY MENTORS COURSE IS A .25 DESIGNED AS A COMMUNITY ENGAGEMENT CLASS IS TO TRAIN OUR STUDENTS TO ENGAGE IN TEACHING AND OUTREACH TO LOCAL PRIMARY AND SECONDARY SCHOOL STUDENTS WHO WILL BE PARTICIPATING IN THE ANNUAL NATIONAL HISTORY DAY COMPETITION HOSTED EACH YEAR IN MARCH BY SMC. STUDENTS WILL FIRST LEARN PEDAGOGICAL TECHNIQUES TO ASSIST ELEMENTARY AND SECONDARY STUDENTS IN CONDUCTING HISTORICAL RESEARCH AND IN CREATING A FORMAL DISPLAY OF THEIR PROJECTS. SMC STUDENTS WILL BE PAIRED WITH LOCAL PARTICIPATING SCHOOLS, OFFER RESEARCH MENTORSHIP AT THE LOCAL SCHOOLS, MEET STUDENTS ON THE SMC CAMPUS AND GUIDE THEM IN DOING RESEARCH IN OUR OWN LIBRARY, AND PARTICIPATE AS A JUDGE ON NATIONAL HISTORY DAY. THE BULK OF THE CLASS WILL TAKE PLACE DURING THE FALL SEMESTER WITH THE ADDITIONAL WORK AS A JUDGE THE FOLLOWING MARCH. BASED ON THE FYAC TIME-STRUCTURE MODEL THIS CLASS—WHICH HAS MOST OF IT'S TIME OBLIGATIONS IN THE FALL AND SOME LIMITED TIME REQUIREMENTS FOR THE SPRING IS A FALL-SPRING (FULL YEAR) SEQUENCE FOR A TOTAL OF ONE .25 UNIT CLASS (CREDIT WILL BE GRANTED IN THE SPRING).

Friday / 11:45am-12:5000pm

Professor E. Songster