In this course we will explore the critical historical moments of socio-economic change and cultural transformation of Modern China, Japan, and Korea. The image above is of the British concession zone in Tianjin circa 1920. The British municipal council in Tianjin constructed Victoria Park for ceremonies and military parades. The grand building behind the park was Gordon Hall, constructed in honor of British General Charles “Chinese” Gordon. This picture may mislead students, and that is the point: an important part of this course will be the influence of western countries before the Communist Era.

Contact: axw020@shsu.edu
This course offers a comprehensive military history of Europe during the ‘Age of Revolution’. It will explore the events that catapulted Europe and the Atlantic World into a quarter-century of conflict, and examine the political and military ideologies of Revolutionary and Napoleonic Europe.
This course aims to introduce students to the Middle Eastern history from around 1500s to 1990s. It will explore the Islamic societies’ political, cultural, and military encounter with the rising power of the West in the Middle East. In addition to the several historical processes and developments such as modernization, nation-building, Islamic fundamentalism and globalization, the class discussions will also touch on the main theoretical perspectives such as orientalism, defensive developmentalism, and modernity.
This course explores the history of Mexican Americans in what is now the United States from 1848 to the present. Emphasis is placed on events since the 1848 Treaty of Guadalupe Hidalgo that ended the war between the United States and Mexico and created a Mexican American minority within the U.S. The major theme of the course is the Mexican American perception of the Southwest as a homeland and how that perception has affected the history of this ethnic group. Special emphasis will be placed on cultural conflict, civil rights, and Mexican Americans’ image in popular culture, particularly literature and film.
This interdisciplinary course investigates the durable bonds that connected numerous cultures across 1500 years of Eurasian and world history. In particular, we shall explore the integrating effects of the ancient Silk Roads and the Mongol Empire (the largest contiguous land empire in ALL of world history) and apply a similar approach to the making of the Atlantic World from the sixteenth century onward.

Specific topics include: the origins of trans-Eurasian trade; nomads and nomadism; Mongol military strategies and imperial techniques; pandemic disease (including the “Black Death”); the conquest of the “New World”; and the Columbian Exchange.

The course format is a mix of lecture and discussion. Previous experience in a world history survey (HIST 2311 or 2312) or any upper-level History course would be beneficial but is not required.

Questions? Contact Dr. Rapp at srapp@shsu.edu.
Are you interested in learning more about religion in the United States? Then join us in HIST 3360! This course will study the broad and expansive topic of religion in American culture, proceeding chronologically and thematically from colonial times to the present. We will examine the development of religious traditions across U.S. history such as Christianity, Islam, and Buddhism, as well as Native American spirituality. We will explore religious history and practice in regional perspective, including the South with its large number of megachurches, celebrity ministers, and storefront congregations. We will tackle the topic of religious pluralism, recognizing that a nation of immigrants is also a nation of religions. And with the upcoming 2016 presidential election, the relationship between religion and politics will occupy our analysis as well.

Dr. Phillip Luke Sinitiere  
TR 11:00 AM
This course will acquaint students with the political, social, economic and cultural history of Russia and the Soviet Union from earliest times to the present. The first part of the course will look into origins of the Eastern Slavic states up until the Mongol Invasion of the 13th century. The second part will investigate the impact of Mongol and Tatar rule and the rise of Moscow as a Eurasian empire. The Third part of the course will look at the impact of Russia's interaction with Europe from Peter the Great to Nicholas II. The fourth part of the course will investigate the domestic and foreign crises of the Russian Empire, which led to World War, revolution and the foundation of the Soviet Union. The fifth part of the course will evaluate the 74 years of Soviet rule. The Final part will briefly survey the Post-Soviet era.
This course will examine the major political, cultural, economic, and social developments that occurred in Europe between 1815 – 1914. Some of these topics will include the legacies of the French Revolution and Napoleonic Era, the Congress of Vienna, the Industrial Revolution and its impact, early political ideologies including conservatism, liberalism, and socialism, the revolutions of 1830 and 1848, Romanticism, urbanization, nationalism, mass politics including feminism, socialism, and Zionism, the development of photography and other technologies, imperialism, and the origins of World War I.
Humanity in the twentieth century was faster, bigger, and more brutal than at any other point in its long existence. It also was more prosperous, educated, and empathetic. The acceleration of everyday life, brought on by scientific inquiry and discovery, led to extreme conclusions, good and bad. This course embraces this binary construction of the twentieth century in order to ask why the century was so intellectually, politically, and artistically volatile.
As school children we learned that the Revolutionary War created the United States. Yet in 1776 North America teemed with dozens of different societies. Native Americans held sway beyond the Appalachian Mountains. French settlers clustered along the Mississippi River. Spain controlled a vast empire stretching from the Rocky Mountains to the Pacific Coast. Meanwhile in British North America Virginia planters, Scots-Irish farmers, free blacks and slaves, New England Puritans, Catholic Marylanders, Pennsylvania Quakers, and Dutch merchants sought to carve out lives for themselves. The interactions of these groups—militarily, politically, socially, and economically—would give rise to the American culture that informs our lives today. Come revisit this lost colonial world.

“But what do we mean by the American Revolution? Do we mean the American war? The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people; a change in their religious sentiments, of their duties and obligations...This radical change in the principles, opinions, sentiments, and affections of the people was the real American Revolution.”

—John Adams, 1824
A Mrs. Powel of Philadelphia asked Benjamin Franklin, “Well, Doctor, what have we got, a republic or a monarchy?” With no hesitation whatsoever, Franklin responded, “A republic, if you can keep it.”

In 1783 the fledgling United States gained its independence from Great Britain. But now Americans confronted serious questions:

- What type of nation are we to become?
- What form of government best reflects our beliefs and values?
- Do the “blessings of liberty” apply to poor whites, blacks, women, Indians?
- How will we teach our children to become good Americans?

This course explores the critical, formative years of the United States. Listen as the founders debate the future of America in courthouses, taverns, and churches across the young nation. Witness the often times brutal expansion of the U.S. into the west. Investigate the debates over slavery and equality which would lead Americans towards disunion and civil war!
HIST 3379:
RECENT AMERICA, 1945-PRESENT
MWF 11:00 - 11:50 AM

This course examines United States history since 1945. We will pay special attention to the transformation of politics, culture, and society during the recent past. Key themes will include the Cold War, Civil Rights Movement, consumerism, liberalism, feminism, the Vietnam War, the urban crisis, suburbanization, the rise of modern conservatism, the new economy of the 1990s, and the War on Terror.

Dr. Wesley Phelps
wgp003@shsu.edu
Through group discussion, film, and analysis of primary sources, students will uncover the history of immigration and ethnicity in the U.S. around themes such as citizenship, identity, inclusion and exclusion, and immigration policy.
This course will focus on the social, cultural, political, and military history of American armed conflicts, from the Revolution through the wars in Iraq and Afghanistan. How have Americans imagined, waged, ended, and remembered their wars? How has the relationship between civilians and soldiers changed over time? What about the relationship between war and our national identity? Throughout the semester, we will likewise pay particular attention to war as human experience. Through lectures, films, and readings (including both scholarly sources and soldier memoirs), we will consider how men and women coped with combat, reintegrated to civilian life, and wrestled with the meaning of their participation in great violence.
This course studies the fighting of the Second World War in Europe between 1939 and 1945, and how it changed the course of modern history. The progress of the war changed the face of European and world politics; moved, created, and destroyed nations and populations; redrew political boundaries; shifted the global balance of power, and set the stage for the drama of the later Cold War. HIST 3387 focuses on the central conflict between Hitler’s Wehrmacht and Stalin’s Red Army, but also explores political, economic, cultural, and social aspects of the war years.

QUESTIONS: JBISKUPSKA@SHSU.EDU
To borrow from one of the most important thinkers of the twentieth century, Vaclav Havel, a key goal of the intellectual is to make the powerless aware of their power. Fostering this awareness is the main goal of public history in its present state. By bringing to light the stories of the dispossessed, the subaltern, the marginalized, and the idiosyncratic, public historians work every day to bring forgotten people to the public conscience, and to assist in remembrance. We will not all agree in our interpretation and representation of the past, but through our disagreement we will see the contested nature of historical representation, and the ways in which public historians create historical memory.

This course offers a project-based experience that will have students recover an important chapter of Walker County’s history while learning about the diverse field of public history. This semester the project will concern The New Harmony Settlement and the history of Reconstruction in the area. Students will cover this topic from a variety of angles — including oral, digital, and archeological history — in order to produce a comprehensive exhibition designed for the general public at the end of the semester.
This course examines the national history of Mexico from independence (c.1810) to the present. It explores the challenges that the Mexican people have faced since gaining independence, their resilience during years of political and economic change, and the rich culture that has emerged in the wake of those struggles.

Our most excellent readings include: Paul Hart, *Bitter Harvest: The Social Transformation of Morelos, Mexico, and the Origins of the Zapatista Revolution, 1840-1910*, and Jürgen Buchenau, *The Last Caudillo: Álvaro Obregón and the Mexican Revolution*. We shall also analyze primary sources, cultural artifacts, film, and literature, in order to interpret Mexico’s rich social and cultural history.
As the lifeblood of Texas culture, the state's history has long represented a unique identity, although one based mostly on 19th-century stereotypes. Students taking this course will expand their views beyond such narrow depictions and come to embrace a new usable past capable of informing 21st-century Texans. It will place well-known chapters into perspective, while introducing new ideas and concepts that bring long-marginalized peoples into the mainstream of Texas history. It will also illustrate the role of the state in wider contexts.

For more information, including a syllabus with a list of required books and weekly assignments, please visit Dr. Cashion's website: shsu.edu/his_rtc
Houston had always served as a safe-haven and protest center for African-descent peoples, especially in the twentieth century. Black Houstonians, motivated by both the city’s burgeoning economy and population growth, influenced the national movement to end structural racism in several ways. By placing Houston at the center of the Black Civil Rights Struggle, this class explores firsthand the role Texas Blacks played in what historian Jacqueline Dawd Hall calls the Long Civil Rights Movement.
In 1952, John Dowdy, a 40-year-old Henderson County district attorney, won election to Congress as the representative of the Seventh Congressional District of Texas. This course explores Dowdy’s story and the way it intersected with the Cold War and Civil Rights Movement. Students will utilize online archival materials from Baylor University’s Poage Legislative Library to write an original essay examining the twenty-year career of Congressman Dowdy.

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