History

Course Offerings—Fall 2013

Departmental Faculty:

Annette Atkins Ph.D., Indiana University
David Bennets, Ph.D., University of Illinois
Richard Bohr Ph.D., Univ. of California-Davis
Cynthia Curran Ph.D., Tulane University
Julie Davis Ph.D., Arizona State University
Jeffrey Diamond, Ph.D., SOAS, University of London
Kenneth Jones Ph.D., Cornell University
Brian Larkin Ph.D., University of Texas-Austin
Derek Larson Ph.D., Indiana University
David LaVigne, Ph.D., University of Minnesota
Jonathan Nash, Ph.D., University at Albany, SUNY
Gregory Schroeder Ph.D., Indiana University
Shannon Smith, Ph.D., Indiana University
Elisabeth Wengler Ph.D., Boston College

Adjunct Faculty:

Margaret Cook Ph.D., University of Washington
Theresa Vann Ph.D., Fordham University
HIST 114 East Asia Before 1800 (HM)
Dr. Richard Bohr, T/TH, 9:55-11:15 am
A survey of the history of East Asia -- China, Korea, Japan, and Vietnam -- from ancient times to 1800. The course examines the distinctive characteristics of each country and the similarities among them; analyzes the common values and institutions underlying the East Asian world order; and explores the potential impact of the region's early interaction with the West on East Asia's post-1800 "modernization."

HIST 117 Indian Subcontinent since 1500 (HM)
Dr. Jeffrey Diamond, M,W 3:20-4:40 pm
This course examines the history of the Indian subcontinent, one of the largest and most populous world regions, from the rise of the Mughal Empire to the advent and decline of the British Empire. Important themes include wealth and power in pre-colonial India, the impact of British colonialism, as well as nationalist movements and the rise of Gandhi. We will explore how the concepts of religion, gender, and identity evolved and changed during this time from multiple perspectives.

HIST 315 Islamists, Modernists, Mughals: Muslims in S. Asia (HM, Intercultural)
Dr. Jeffrey Diamond, T/TH, 11:30-12:50 pm
This class focuses on the history of Islam in South Asia and the development of a modern Islamic identity in the region, from the Mughal Empire to the twentieth century. South Asia contains more Muslims than any other region, and it is central to understanding the political, religious, and cultural concerns of the Muslim World. Important course themes include the continuities and changes of South Asian Islamic traditions in precolonial and colonial India, the diverse reaction of Muslim leaders to the rise of British colonial influence in the region, and the development of contemporary Islamic movements -- some moderate and some extreme -- that have impacted our world.

HIST 316: China in Revolution (HM)
Dr. Richard Bohr, T/TH, 2:40-4:00 pm
This course explores the role of rebellion, reform, and revolution in China's modern transformation from imperial age to People's Republic. Through an analysis of written and multi-media sources in lecture-discussion format, we will examine China's century-long search for a new order. Beginning in the wake of dynastic decline and the West's intrusion into late Manchu China, we will examine the causes of traditional China's collapse, evaluate the nation-building efforts of Republicans under Sun-Yat-sen and Chiang Kai-shek's Nationalist, and analyze the multi-dimensional revolution which brought Mao Tse-tung and his Communists to power in 1949.

HI 389 Historiography and Methods
Dr. Annette Atkins, M, 6:15-9:15 pm
*This section of HIST 389 is designed for Social Science majors who are Secondary Education minors. This course does not count towards the history major.

This course has multiple goals. At the most basic level, it is intended to make you more familiar with the history of the United States and how the stories of the American past have evolved and changed. We will pay some particular attention to the experience of Minnesotans — including Native Americans — in that larger narrative. It is also designed to increase your readiness to teach High School History and to send you into student teaching with an greater understanding, confidence, even a set of notes that will inform your classroom work. The course will also be of value and interest to students who would like an overview of American History and would like to "do" some history.

HIST 395 Historiography and Methods: History, Memory, and the Politics of Remembering
Dr. Gregory Schroeder, T,TH, 8:20-9:40 am
In HIST 395, students are expected to develop the research skills and historiographical awareness required for their independent projects in HIST 399 Senior Thesis, the History capstone course. Our subjects are the concepts of "history" and "memory," i.e., the ways in which societies and people interpret the past, what they remember, and why they remember. Readings will include brief theoretical works as well as monographs that examine history and memory in Europe and the United States. Specifically, the readings will address various forms of memory work such as memorials, museums, historic sites, commemorative practices, debates over the past, and the construction of national identity. Course work will emphasize understanding the historiographical context — that means we will work to understand how a given reading fits into a larger scholarly debate. For their final projects, students will select their own history/memory topic (in any field) and employ their skills to design and complete a historiographical essay. The relationship of history and memory is centrally important to the work of the historian, so our course will not only develop reading and research skills but also provide an opportunity to understand how and why history matters to us as individuals and societies.

HIST 399 Senior Thesis
Dr. Julie Davis, T, 6:15-9:15 pm
The primary concern of this course is the theory and practice of historical research. Students will learn research strategies and techniques as well as explore questions about the validation, analysis, and interpretation of historical evidence. Each student will participate in class discussions about the historical theories and practices in question, submit periodic written and oral progress reports about individual research projects, and write a major paper about your research project.

Research topics may deal with any time period, and geographic region, and use a variety of methodological approaches to history. The instructor will work individually with each student as s/he moves through the stages of the research project. In some cases, depending on the topic the student’s research may be directed by another history faculty who will serve as a co-sponsor.
The class will be structured as a discussion-based seminar, with books taking center stage. Students will also learn how to locate, use, and write critical book reviews as part of the process of mastering the historical monograph as a form of historical inquiry and argument.

This section of HIST 381 will focus on recent and classic works of history that explore issues related to warfare in medieval Europe. The students will read a variety of historical monographs that use different sources, methods, and approaches to explore topics like urban organization, castle construction, family influence upon the decision to go on crusades, financing military campaigns, and other topics. The class will be structured as a discussion-based seminar, with books taking center stage. Students will also learn how to locate, use, and write critical book reviews as part of the process of mastering the historical monograph as a form of historical inquiry and argument.
HIST 152 American Experience (HM)
Dr. Julie Davis, MWF, 10:40-11:35 am
This course involves students in an exploration of "selected" developments, patterns, processes, and people in American history, from pre-contact Native America through the 1970's. Rather than a broad overview of American history, we will engage in deeper reflection on particular aspects of the American past. We'll focus on what I call "defining histories," the most significant and transformative aspects of the American experience that have shaped American society and identities in profound and lasting ways. We'll examine these defining histories through multiple lenses, considering them from different historical perspectives and analyzing them through various genres of writing and representation. These might include scholarly books & articles, biography, autobiography, fiction, feature film, documentary film, and primary documents. In the process, students will also learn how historians investigate, understand, and interpret the past, and will practice thinking like good young historians.

HIST 152 American Experience (HM)
Dr. Shannon Smith, T/TH, 2:40-4:00 pm
This course surveys the history of the United States from the end of the Civil War to the present day. We will explore the social experience of living in the U.S., the cultural ideas Americans used to understand their world, and the political and economic structures that shaped individual lives. We will specifically address the meanings of equality and citizenship. Who has been included or excluded from being an "American," and how has this changed over time? How have differences in sex, race, region, and socio-economic standing affected citizens' experiences and opportunities? Along with discussion of key events and famous figures, we will focus on the experiences and actions of ordinary Americans.

HIST 350: Early America (HM)
Dr. Jonathan Nash, T/TH, 9:55-11:15 am
Through discussion, reading, and writing we will explore the development of colonial society and culture. We will look at the role of ideas, religion, gender, and race in the formation of regional differences and "American" identity. Many students have studied Columbus, Pocahontas, and the Mayflower since first grade. This will not be a repeat of what you already know, but it will call on you to play active parts in the class, in leading discussions, in forming the questions that will shape our explorations.

HIST 353 Civil War and Reconstruction (HM)
Dr. Shannon Smith, MWF, 11:50-12:45 pm
This course will explore the causes of the American Civil War, the experience of war for soldiers and those at home, and the varied meanings and results of Reconstruction. Rather than viewing the battlefield and the homefront as distinct realms, we will take the view that every American was a potential combatant, fighting ideological, civil, political, and physical battles. This course will also analyze the continuing relevance of the war in American society—in battles over state and individual rights, race, region, and memory. Using primary sources, scholarly articles, films, novels, and images, we will consider why the Civil War continues to evoke an emotional response today.

HIST 357 U.S. From WWI to 1960 (HM)
Dr. David LaVigne, MWF, 1:00-1:55 pm
This course offers a focused examination of United States history from World War I through the beginnings of the Cold War. Topics include the impact of World War I both abroad and at home, prosperity and cultural conflict during the 1920's, the Great Depression and expanded role of the federal government, the impact of World War II both abroad and at home, the origins of the Cold War, and the affluent society of the 1950's. Particular attention will be given to identifying the ways in which the United States participated at a global scale and to uncovering the diversity of voices (by race, class, gender, ethnicity, etc.) that shaped U.S. history. Class meetings will be run seminar style and consist of discussion of common course readings/films. The main assignment will be an original research paper on a topic of the student's choice (for the time period 1914 to 1960).

HIST 379 Making History Matter: Introduction to Public History (HM, Experiential)
Dr. Julie Davis, T/TH, 1:05-2:25 pm
Why does history matter?
How do people use the past in the present, and why do they sometimes fight about it?
What do societies choose to remember and forget? What do historians do out in the world beyond the classroom? And how can their efforts to foster historical understanding shape public life in real and powerful ways?

In this course, we'll explore "public history" as a philosophy, an intellectual and creative practice, a source of individual and collective identity, a kind of work, and a tool for social change. Though we'll spend considerable time in the United States, we'll also work with international case studies from Australia, New Zealand, and Northern Ireland. While learning about this dynamic field of history, we'll employ interdisciplinary perspectives from communication, media studies, digital humanities, cultural memory studies, postcolonial studies, psychology, and anthropology.

In addition to reading, writing, and talking about course ideas, students will complete a hands-on project that provides practical experience in applying course insights to a real-world problem, in part through the use of digital tools and technologies. They'll also reflect on how to use their academic studies and experiences to find meaningful work through a variety of career options after graduation — in museums, archives, libraries, government agencies, corporations, non-profit agencies, and more.