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

Course Offerings—Fall 2013

History
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-Yatsen and Chiang Kai-shek’s Nationalist, and analyze the multi-dimensional revolution which brought Mao Tse-tung and his Communists to power in 1949.

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.

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 modernization, and the development of contemporary Islamic movements -- some moderate and some extreme -- that have impacted our world.

This course examines 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."

A survey of the origins of Western civilization through an examination of Mesopotamian, Egyptian, Greek and Roman history and culture from the Bronze Age to the Roman Empire. Possible topics include the nature of Athenian democracy, the role of women in ancient society, slavery in the ancient economy, the significance of the fall of the Roman Empire.

This course examines the history of the Indian subcontinent since 1500, 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.

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of the process of mastering the historical monograph as a form of historical inquiry and 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.

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 course examines Latin American history from the region's independence from Spain and Portugal in the 1820s to the present day. Students will investigate how the region's newly independent nations sought to modernize their societies, cultures, and economies beginning in the mid-1800s and how the results of these projects fostered social strife, civil war, and revolution in the 1900s. The course will conclude with an examination of Latin America’s recent trend toward globalization and the discontent this process has caused.

Students will also develop criteria for the critical evaluation of historical films. Although traditionally historians have relied on written material such as newspapers and diaries to reflect the society that produced them, filmmakers manipulate images with the same goal. Written works of history and historical films both reflect flawed and biased views of the past; each type of interpretation presents just as much about the concerns of the age in which they were created as they do about the past. This course is not a history of film but rather an investigation of film as historical source. Students will address such issues as the legitimate use of film in historical interpretation and will compare film and written sources in creating an understanding of the past. Students will also develop criteria for the critical evaluation of historical films.

Historians and historical filmmakers share a common methodology: both generally select and evaluate facts from various sources in order to interpret events from the past. Although traditionally historians have relied on written material such as newspapers and diaries to reflect the society that produced them, filmmakers manipulate images with the same goal. Written works of history and historical films both reflect flawed and biased views of the past; each type of interpretation presents just as much about the concerns of the age in which they were created as they do about the past. This course is not a history of film but rather an investigation of film as historical source. Students will address such issues as the legitimate use of film in historical interpretation and will compare film and written sources in creating an understanding of the past. Students will also develop criteria for the critical evaluation of historical films.

This course 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.

Historians have described Europe during the middle ages as a “society organized for war.” Planning and preparing for war touched on almost every aspect of life: the organization of government, the structures of society, religious beliefs, taxation, the economy, town planning, the arts and architecture, and the development of technology. Despite the influence of military preparation on almost every aspect of medieval life, actual warfare during the middle ages was limited by geography and class. Battles very rarely changed the course of history.

Specifically, the readings will address various forms of memory work such 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 monographs that examine history and memory in Europe and the United States. The 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 monographs that examine history and memory in Europe and the United States. 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.

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.
HIST 152 American Experience (HM)
Dr. Jonathan Nash, MWF, 8:20-9:15 am
What is the American Experience? This question drives our exploration of the North American past from the early-seventeenth century to the mid-nineteenth century. The historical themes of violence, empire, liberty and faith guide our study. To help us understand these themes and the experiences of Americans, we will read and discuss historical monographs and primary documents. During the semester, students will have opportunities to strengthen their analytical reading, critical thinking, argumentative writing, and public speaking.

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.