

# History

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Course Offerings  
Fall 2022

## ASIA

### **HIST 314 Missionary Positions: Christianity in East Asia (Theological Integrations, TU, IC, HM)**

**Dr. Elisheva Perelman, MWF, 10:40, CSB**

East Asia's unique application of Christian belief and ideology to its indigenous cultures and beliefs offer a fascinating complement and contrast to Christianity in other parts of the world and in various doctrine. This course will explore the theological and



historical underpinnings of Christian practice and faith in China, Japan and the Korean peninsula in the modern period (1600 to present). This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 319 Japanese History Through Horror: Monsters and Modernity (CSD – Systems, ES, GE)**

**Dr. Elisheva Perelman, MWF, 11:50, CSB**



This course examines horror in its myriad forms in the history and formation of modern Japan, from the Tokugawa period to the present. By exploring the historical context in which primary sources are produced (and in turn, reflect) and what the works represent, students will gain a broader understanding of how, why,

and what fears helped to shape the historical development of modern Japanese culture and society and how these fears changed over time. While this course considers a wide variety of sources it places them within their historical contexts as a way to illuminate their respective periods. Historical information can and should be gleaned from such a variety of sources. This will be elaborated upon throughout class discussions and projects. Throughout the course, students will be expected to examine and interpret the underlying themes and overarching topics of fear within historical contexts through in-class discussions, literary interpretation, and analytical papers.

# EUROPE

## **HIST 142A Old Regime to European Union (HE, HM, Thematic Encounter 1 – Justice)**

**Dr. Gregory Schroeder, MWF, 1:00, CSB**

This course examines major themes in European history since roughly 1750. Students will study the French Revolution, nationalism and imperialism, the world wars and totalitarian states, and the post-WWII world through the Cold War, the end of European empires, and a new understanding of Europe in the European Union. The theme of Justice is reflected in topics of humans rights, diversity within Europe, and the relations between Europe and the world.



## **HIST 277C Fascism Past and Present (HE, HM, Thematic Focus – Justice)**

**Dr. Gregory Schroeder, TR, 9:55, CSB**

This course examines the rise of fascism in the historical context the 1920s-1940s as well as its significance since the defeat of fascism in 1945. For historical fascism, the course addresses the definition of fascism as a broader phenomenon and then focuses on fascism in Italy, Germany, Hungary, and Romania. For fascism in the present, we examine recent and current events on the basis of our knowledge of historical



fascism. In a group project, students work together on a topic developed collectively.

## **HIST 279C Profits, Paintings, & Power in Renaissance Italy (HE, HM, Thematic Focus – Truth)**

**Dr. Elisabeth Wengler, TR, 11:30, CSB**

“Renaissance Italy” calls to mind the sculptures of Michelangelo, the paintings of Leonardo da Vinci, the wealth and power of the Medici, the revival of the liberal arts, the opulence of the Vatican. Why was the Italian peninsula the site of such a burst of commercial, cultural, and intellectual innovation between the 14<sup>th</sup>-16<sup>th</sup> centuries? How did Italian city-states amass so much wealth and why did they invest so much of it in art, culture, and learning? We will examine literature, painting, sculpture, architecture, political thought, and philosophy in the context of Renaissance political, economic, and religious structures; gender, family and kinship networks; and social values to



## **EUROPE cont'd**

**HIST 305 Medicine, Empire and Global Health (CSD – Systems, ES, GE, IC,)**

**Dr. Brittany Merritt Nash, TR, 1:05, CSB**

Contemporary global health inequalities and organizations are not new, but rather have their roots in colonial medicine and development programs from the 19th and 20th centuries. In this course, we will look at the connections between imperial power dynamics, the history of medicine, and global health structures in Africa, Asia, and the Western Hemisphere. We will examine both how science and medicine were used as “tools of empire” during the course of European and American imperial conquest, as well as how subject populations resisted, co-opted, and transformed Western medical knowledge. We will pay special attention to how constructions of gender, race, and ethnicity intersected in cross-cultural medical encounters, informing clinical practice and shaping public health policies. Some topics will include: the relationship between colonial medical interventions and the spread of epidemics, how imperial health policies created and sustained structures of inequality, and the ways in which understandings of race, gender, and difference have affected health initiatives across borders. This course is suitable for students in any major.

**HIST 337 The Age of Reformation (Theological Integrations, TU, HM)**

**Dr. Elisabeth Wengler, TR, 8:20, CSB**

The western Christian church was splintered by a religious revolution in the sixteenth and seventeenth centuries. But this was not simply a revolution made by theologians—ordinary men and women, from elites to ordinary people participated. The implications of revolutionary religious ideas about salvation, scripture, and faith were felt far beyond the pews, in everything from political life to family life. Students will investigate the far-reaching impact of the Reformation by analyzing the circumstances that led to it, the revolutionary ideas that characterized it, the agency of theologians, political leaders and ordinary people in its creation and establishment, and the changes it created in social life, marriage, gender, and the family, in Europe and in the “New World.” This course is suitable for students of any major, including those who have not taken a previous history course.

## LATIN AMERICA

**HIST 121 Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples (HE, HM, Thematic Encounter 1 – Movement)**  
**Dr. Brian Larkin, TR, 11:30, CSB**



Examines the development of Indigenous civilizations in Mesoamerica and the Andes from 1200, paying particular attention to the rise of the Aztec and Inca Empires. Investigates the Spanish conquest of the Americas in the 1500s and its consequences, focusing on how Indigenous peoples and European settlers through conflict and cooperation created new, hybrid societies and cultures in the colonial New World.

**HIST 323 Religion in Latin America (Theological Integrations, IC, TU, HM)**

**Dr. Brian Larkin, TR, 9:55, CSB**

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of Indigenous religious practices the European “spiritual conquest” of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. This course is suitable for students of any major, including those who have not taken a previous history course.



## UNITED STATES

**HIST 152B Liberty, Empire, & Faith in US History (CSD – Identity, GE, HM, IC)**

**Dr. Jonathan Merritt Nash, MWF, 8:20 & 9:30, CSB**

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.

## UNITED STATES, cont'd

### HIST 277B Protest, Riot, and Rebellion in US History (HE, HM, Thematic Focus – Justice)

**Dr. Shannon Smith, TR, 1:05, CSB**

How have Americans used protests, riots, rebellions, & social movements to create social change and claim the rights of citizenship? This course will explore the processes of social and political change, considering how change happens and with what results, who gets to make changes and in what ways, and how social movements have impacted the United States as we know it today. We will specifically address the ways that Americans have used protests to



influence meanings of justice, equality, and citizenship. Who has been included or excluded from being an “American,” and how did protests and collective violence change those definitions over time? We will use primary sources and scholarly articles to explore why the past helps us understand and create change in the present, as well as practice skills of critical thinking and analytical reading and writing.

### HIST 301 Race and the Law in US History (CSD – Systems, ES, GE, IC)

**Dr. Shannon Smith, MWF, 9:30, CSB**

In 1903 W.E.B. Du Bois wrote, “The problem of the twentieth century is the problem of the color line.” This course will explore the development of “race” in the US and analyze how and why laws created racial categories. Americans have repeatedly used laws to define ethnicity, slavery and freedom, religion, immigrant status, skin color, property ownership, and other labels to determine who was an American. Major themes of the course include the intersectionality of race and gender, questions and laws determining belonging and citizenship, and how labor and property shaped a person’s social, economic, and racial status in society. Through reading and discussion, argumentative writing, and critical thinking, students will analyze the racial possibilities, cooperation, and conflicts in the United States from its creation to today. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 357 United States from World War I to 1960 (HE, HM, Thematic Encounter 3 - Justice)**

**Dr. Derek Larson, MW (flex) 1:50-3:10, SJU**

The period between 1920 and 1960 was marked by fundamental shifts in almost every aspect of American life. Technologically it spanned the gaps between horses and superhighways, telegraphs and computer networks, zeppelins and rocket ships, TNT and hydrogen bombs. Economically it ran from the unregulated boom of the 1920s, through the depths of the Great Depression, and into one of the longest periods of sustained economic growth in our nation's history. Politically it saw the end of the American socialist and Communist parties as significant players and the rise of new post-war coalitions and regional coalitions that reshaped political landscapes. International conflicts of this era, including WWII and the Cold War, continue to influence diplomatic, cultural, and economic relationships well into the 21st century. Cultural shifts-- including expanded civil rights for minorities and women as well as emerging generational divisions --yielded striking changes in communities across the nation, all during a period in which the US population grew by 75%. HIST 357 will explore the key events of these four tumultuous decades, including the economy of the "Roaring 20s," the political and cultural responses to the Great Depression, life in wartime America of the 1940s, and the post-war economic and social changes that gave rise to the Baby Boom and greater economic opportunity for more Americans than ever before. We will examine primary and secondary sources ranging from novels to scholarly articles, popular films to newspaper advertisements, all with the goals of developing your sense of what happened during these decades, why those events happened, and what the longer-term consequences were for the American people. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 360 U.S. Environmental History (HE, HM)**

**Dr. Derek Larson, MWF, 9:10, SJU**

Environmental history is the study of the relationship between humans and nature over time. This course examines the changing American understanding of nature in the 19th and 20th centuries with particular attention to the development of public policies toward natural resources and wildlife, the emergence of a new set of values recognizing non-utilitarian values in nature, and to the evolution of the conservation and environmental movements. Intellectual, political, economic, scientific, and social evidence will all be examined in the process of placing nature back into the human history of North America. This course is suitable for students of any major, including those who have not taken a previous history course.

## MAJORS' COURSES

### **HIST 295C Struggle for Freedom (HE, HM, Thematic Encounter 1 - Truth)**

**Dr. Jonathan Merritt Nash, MWF, 1:00, CSB**

What was a slave revolt? Historian Eugene Genovese suggests it was “a struggle for freedom.” This course focuses on enslaved peoples’ struggles for freedom in North America during the eighteenth and nineteenth centuries. We will analyze their historical experiences within the larger contexts of the transatlantic slave trade and slavery in the Americas. We will use primary and secondary sources to investigate what we can and cannot know about the histories of enslaved people, and to understand the historian’s craft. Offered for A-F grading only.

### **HIST 395B Historiography: History, Memory, and the Politics of Remembering (HE, Thematic Encounter—Truth)**

**Dr. Gregory Schroeder, TR, 8:20, CSB**

Students are expected to develop the skills and historiographical awareness required for their individual Senior Thesis project (HIST 399), and these goals are best achieved through the study of a specific subject matter. For this course, our subjects are the concepts of “history” and “memory,” i.e., the ways in which countries and societies remember the past, what they remember, why they remember, and how they use memory. Sometimes, the things that are forgotten are as significant as what is remembered. The common readings focus on the politics of memory in Europe, but the approach is applicable for any country, region, or time period, and students may select any memory-related topic for their final project in this course. Offered for A-F grading only.

