

# History Course Offerings Fall 2021



# ASIA

Don't freak out! Asian history courses will return in the Spring! Dr. Perelman is on sabbatical to research more Asian history so her courses can be as awesome as possible.



# LATIAN AMERICA

## **HIST 322 – Mexico from Independence to Today**

**TR/1:05 pm-02:25 pm**

**Dr. Brian Larkin**

This course traces the history of Mexico from Independence in 1821 to the present. Although we will examine Mexico's political development since 1821, this course focuses mostly on the social and cultural history of Mexico. We will explore Mexico's ethnic diversity, national identity, religious traditions, and gender patterns and how all these elements changed over time—from a chaotic nineteenth attempt to forge an independent nation, through the throws of the Mexican Revolution, to the present-day struggles between the state and drug cartels. This course is suitable for students of any major, including those who have not taken a previous history course.

Course Attributes: Human Experience (HE), Humanities (HM), Thematic Encounter3 - Justice

## **HIST 323 – Religion in Latin America**

**TR/09:55 am-11:15 am**

**Dr. Brian Larkin**

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.

Course Attributes: Theological Integration (TI), Theology Upper Division (TU)

# EUROPE

## **HIST 141 – Europe from the Black Death to the French Revolution**

**TR/08:20 am-09:40 am**

**Dr. Elisabeth Wengler**

Students will investigate the tension between traditionalism and revolution from the Black Death through the Age of Napoleon. Highlights include examination of the religious revolution of theologians, political leaders and ordinary people that rocked the western Christian church in the 16th century, investigation of scientific discoveries and Galileo's challenge to the geocentric model of the universe that challenged Europeans' understanding of the world and their place in it, and analysis of new ideas about the political and social world put into action in one of the defining events of the modern age, the French Revolution.

Course Attributes: Human Experience (HE), Humanities (HM), Thematic Encounter1/2-Truth

## **HIST 142B – Europe Since 1750**

**TR/ 09:55 am-11:15 am**

**Dr. Brittany Merritt Nash**

This course examines European history since 1750, prior to the French Revolution, and concludes with transformation of the continent in the European Union. Students will examine various themes that shaped this period of revolution, modernization, and transformation in European society.



Course Attributes: Human Experience (HE), Humanities (HM), Thematic Encounter1/2-Justice

## **HIST 220 - Sword and Scroll: Violence and Cultural Exchange in Antiquity**

**MWF/11:30 am-12:25 pm**

**Dr. Jason Schlude**

This course explores different cultures in ancient Greek, Roman, and/or Near Eastern lands that came into intimate contact, producing hostility and violence and/or creative cultural exchange. We will study the cultures of femininity and masculinity (gender), rival imperial cultures or imperial culture and that of a subject people (race and ethnicity), and the cultures of wealth and poverty (class). Our investigation is to better understand the defining features of each of these opposing cultures in the ancient Mediterranean and Near East, how the social identity and status of any one person was informed by all three factors (gender, race and ethnicity, and class), how the contact of such cultures involved a power dynamic and could lead to conflict, and how, despite this, they could also lead to fruitful exchange, producing hybrid cultural forms that still impress us today or at least understanding that awaited social change.

Course Attributes: CSD: Systems (CS), Ethics Common Seminar (ES)

## **HIST 277C – Fascism Past and Present**

**TR/09:55 am-11:15 am**

**Dr. Gregory Schroeder**

This course examines fascism with respect to historical origins, its political and social manifestations in the 1920s-1940s, and its repercussions and recurrences since the Second World War. The course will include intellectual roots in the 19th century, Italian fascism and German Nazism, and the resurgence of fascist movements in the 21st century. Antifascism as historical and contemporary countermovement will be considered as well.

Course Attributes: Human Experience (HE), Humanities (HM), Thematic Focus - Justice

# EUROPE, cont'd.

## HIST 305 – Medicine, Empire, and Global Health

TR/11:30 am-12:25 pm

Dr. Brittany Merritt Nash

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.

Course Attributes: CSD: Systems (CS), Ethics Common Seminar (ES)

## HIST 337 – The Age of Reformation

TR/11:30 am-12:50 pm

Dr. Elisabeth Wengler

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.

Course Attributes: Humanities (HM), Theological Integration (TI), Theology Upper Division (TU)

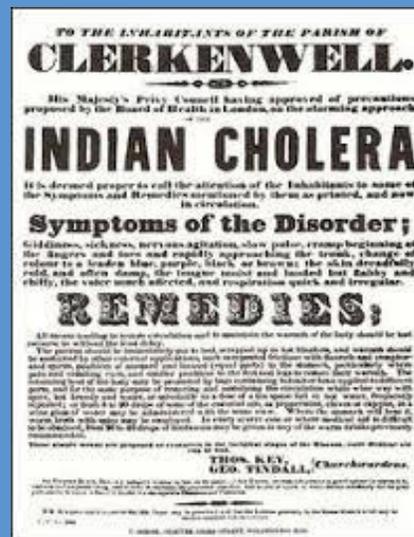
## HIST 349 – Modern Russia

MWF/09:30 am-10:25 am

Dr. Gregory Schroeder

This course examines the political, social, and cultural transformation of Russia from a preindustrial autocracy in the 19th century to an atomic superpower and post-Soviet society. Topics include the Romanov Empire, the Bolshevik Revolution, Stalinism, World War II, Soviet culture, the Cold War, and the collapse of the Soviet Union. This course is suitable for students of any major, including those who have not taken a previous history course.

Course Attributes: Human Experience (HE), Humanities (HM), Gender (GE), Thematic Encounter3 – Truth



# UNITED STATES

## **HIST 152B – Liberty, Empire, and Faith in US History**

**MWF/08:20 am-09:15 am**

**Dr. Jonathan Merritt Nash**

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.

Course Attributes: CSD: Identity (CI), Gender Requirement (GE), Humanities (HM), Intercultural Requirement (IC)

## **HIST 152C – The American Dream: Reality or Illusion**

**TR/11:30 am-12:50 pm**

**Dr. Ken Jones**

When Americans talk about what makes our nation special or “great,” we often point to the idea of individual opportunity, or what historians call the American Dream. More specifically, the American Dream argument is that everyone has a chance to be successful, and that an individual’s talent and drive, rather than external factors, shape the outcome. In this class, we are going to ask how true the Dream is. Do all people have access? Are there groups who are simply excluded because of their race, gender, or other factors outside individual control? What have people done when the distance between the Dream and reality became intolerable? How has change occurred? We will start examining this question in the era when large monopolies began to dominate the economy, and end with contemporary arguments from Black Lives Matter to Donald Trump and Joe Biden.

Course Attributes: CSD: Identity (CI), Gender Requirement (GE), Humanities (HM), Intercultural Requirement (IC)

## **HIST 153 – Growing up in US History**

**MWF/11:50 am-12:45 pm**

**Dr. Shannon Smith**

This course will explore the historical experience of growing up in the United States through the intersection of race and gender. We will analyze the ways that childhood, adolescence, and young adulthood have been constructed, the social and cultural institutions which shape the range of experiences, and the factors that influence individual identities. We will explore the pressures, contradictions, and confusions of racial and gendered experiences, as well as how those ideas of “race” and “gender” developed in the first place. We will answer such questions as: How do we know that girls are supposed to wear pink and boys are supposed to wear blue, and who gets to decide? How do the range of femininities, masculinities, and other gender expectations impact us as we grow to be adults? How and why was the concept of “race” invented, and how do those ideas differ by class, sexual identity, religion, region, education, and other cultural and social markers? How have the life stages of childhood and adolescence been commodified over time—through advertising, film and television, celebrity culture, novels, magazines, music, and social media—and how have young people responded by creating their own youth culture and attempting to change social expectations?



Course Attributes: CSD: Identity (CI), Gender Requirement (GE), Intercultural Requirement (IC)

# UNITED STATES, cont'd.

## HIST 277A – Sport and Society in 20th Century America

TR/08:20 am-09:40 am

Dr. Ken Jones

Sport holds a significant place in the lives of many Americans. We play, watch, and talk about sports; many find joy in sport video games or gambling on the outcome of live events. Sports programming dominates television on weekends, and we have multiple networks devoted to both live programming and the dissection of sporting minutiae. In short, sport consumes major portions of our attention. Sport also shapes our society in many ways. Big time college athletes get the "promise" of an education while making millions for their institutions, professional athletes earn astronomical amounts, and the owners of sports franchises demand the public financing of stadiums as the price of staying put. On another level, even as the number of girls participating has grown, fan interest, especially at the professional level, is minimal. Furthermore, in the three most popular American sports, women find it difficult to be seen as having sufficient credibility to provide live commentary. On the other hand, at least some American minorities, particularly African Americans, have been able use athletic skill to improve their economic standing. Finally, we are increasingly aware that participants in many sports run the risk of serious injury, including permanent brain damage. How did we get here? Much of the description above would be very different if we traveled back a century, so one thing this course will do is to provide a brief overview on the how and why of change, while also examining areas of continuity. Using stories from a variety of sports, we are going to think about what drives athletics, and the ways that sports have shaped social change over the last century. More specifically, we'll examine ways that sport reflects/affects racial attitudes, and its interaction with assumptions about gender roles, and the changing role of athletes in the public sphere. We'll also look various economic and legal aspects of sport, from Title IX to big time college athletics, television, labor relations, and the complex dance of private ownership and public subsidies.

Course Attributes: Human Experience (HE), Humanities (HM), Thematic Focus - Justice

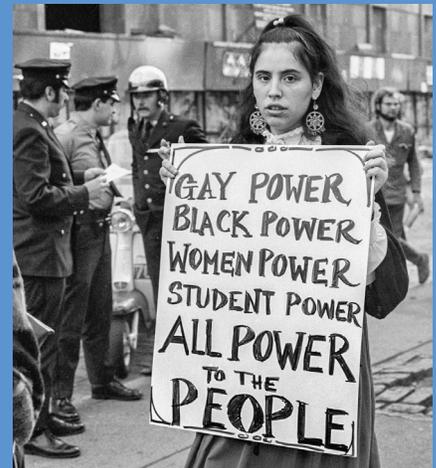
## HIST 277B – Protest, Riot, and Rebellion

TR/01:05 pm-02:25 pm

Dr. Shannon Smith

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.

Course Attributes: Human Experience (HE), Humanities (HM), Thematic Focus - Justice



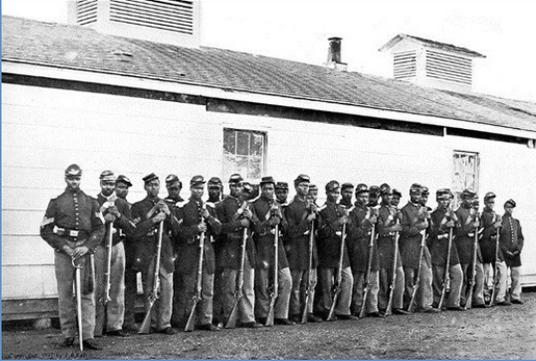
# UNITED STATES, cont'd.

## **HIST 353 – Civil War and Reconstruction in American Culture**

**MWF/09:30 am-10:25 am**

**Dr. Shannon Smith**

This course will explore the causes of the American Civil War, the experiences of war for Union and Confederate soldiers, free and enslaved African Americans, and women at home, and the varied meanings and results of Reconstruction. We will analyze the continuing relevance of the war in American society—in battles over state and individual rights, race, gender, 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. Although topics will include some military history, the course will focus primarily on the cultural, social, and political ramifications of events. This course is suitable for students of any major, including those who have not taken a previous history course.



Course Attributes: CSD: Systems (CS), Ethics Common Seminar (ES)

## **HIST 355 – Slavery in the Atlantic World**

**MWF/10:40 am-11:35 am**

**Dr. Jonathan Merritt Nash**

This course introduces students to Atlantic History, one of the most exciting fields of recent historical scholarship. When historians speak of an Atlantic World, they refer to the convergence of people, commodities, ideas and cultures from Europe, Africa, and the Americas in the three centuries after Christopher Columbus's initial 1492 voyage to the Americas. We will begin by exploring the methods of Atlantic historians and conclude by reflecting on the use of the "Atlantic World" as a historical concept. In between, we will study the meetings and migrations of Europeans, Americans, and Africans; transatlantic exchanges of commodities and cultures; how slave traders attempted to transform captured Africans into commodities; how enslaved people asserted their humanity; and revolutionary upheavals. While encountering the histories of the Atlantic World, students will have opportunities to strengthen their analytical reading, historical thinking, argumentative writing, and public speaking. This course is suitable for students of any major, including those who have not taken a previous history course.

Course Attributes: CSD: Systems (CS), Ethics Common Seminar (ES)

## **HIST 360 – U.S. Environmental History**

**MWF/10:20 am-11:15 am**

**Dr. Derek Larson**

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.

Course Attributes: Humanities (HM)

# MAJORS' COURSES

## **HIST 295C – Struggle for Freedom**

**MWF/01:00 pm-01:55 pm**

**Dr. Jonathan Merritt Nash**

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 399 – Senior Thesis**

**TR/02:40 pm-04:00 pm**

**Dr. Brittany Merritt Nash**

This course is the capstone for the major. Students develop independent projects in collaboration with History faculty and write substantial research papers based upon primary and secondary sources. Students give formal oral presentations of their research. This course draws upon and synthesizes the skills developed in HIST 200 and 395.

Those majors seeking to graduate with “Distinction in History” must take COLG 396 the spring of their junior year, History 399 fall of their senior year, and complete their Honors research and writing the spring they graduate. Prerequisite: 395. Offered for A-F grading only.

Course Attributes: Capstone (CAPS), Experiential Learning (EL)

