

# HISTORY

...spilling the tea since 1773

Course Offerings—Spring 2022

# ASIA

## **HIST 278A: CONFUSINGLY CONFUCIAN: CREATING EAST ASIA TO 1600**

**Dr. Elisheva Perelman, MWF, 1:00-1:55, CSB**

British philosopher Bertrand Russell often sneezed at Confucius' ideas, but he could never discount them. How is it that a long dead Chinese sage caused such allergies in an analytic philosopher in the 20th century? Why



did Confucius, his contemporaries, his Asian detractors, and his disciples have such import in East Asian cosmology? And just what is this cosmology and how did it help to shape actions throughout the area? This course offers a glimpse into East Asian civilization--namely, the political, cultural, and social history of China, Japan, and Korea from the paleolithic era to the 17th century. 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 Focus - Movement

## **HIST 314: EAST ASIAN CHRISTIANITY**

**Dr. Elisheva Perelman MWF, 9:30-10:25, 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.

Cross-listed with THEO 319J

### **Course Attributes:**

Intercultural Req. (IC), Theological Integration (TI), Theology Upper Division (TU)

## ASIA

### **HIST 317: CHINA:GLOBAL DOMINATION**

**Dr. Elisheva Perelman, MWF, 10:40-11:35, CSB**

How did China become the economic and political success story of the 21st century? This class analyzes China's rise from the collapse of the imperial system, the failed republic, and the chaos of multiple wars as the nation revises, redefines, and resuscitates communism throughout the last 100 years.

We will examine, analyze, and interpret what defines national success, how Chinese intellectuals, politicians, and bureaucrats have created their own definitions of national success (and failure), and whose interpretations prevail (and why).

**Course Attributes:**

Human Experience (HE), Humanities (HM), Thematic Encounter3 - Truth

## EUROPE

### **HIST 142A: OLD REGIME TO EUROPEAN UNION**

**Dr. Gregory Schroeder**

**Section 1, MWF, 8:20-9:15, CSB**

**Section 2, MWF, 10:40-11:35,  
CSB**

This course examines major themes in European history since roughly 1750. Students will study the French Revolution and its legacy; the significance of class, gender, and religion for European society; nationalism and identity; world wars in the 20th century; imperialism and its aftermath; and the European Union. Reserved for HIST majors/minors.



**Course Attributes:**

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

# EUROPE

## **HIST 328: MISSIONARIES & EMPIRE**

**Dr. Brittany Merritt Nash, MW Flex, 2:10-3:30, CSB**

Cross-listed with THEO 319-I.

### **Course Attributes:**

Theological Integration (TI), Theology Upper Division (TU), Gender Req. (GE)

This course focuses on the relationship between missionaries and imperialism, focusing specifically on medical missionaries in Africa. Scholars have long debated the complicated relationship between missionaries and imperialism. Has the mission field been a place that aids imperial conquest, or one that resists it? What happens to religious belief in sites of colonial contact? In this course, we will explore these and other questions about the history of Christian missions, the history of medicine, and imperialism in Africa, including the effects of evangelism on anti-colonial resistance movements and ideas of health and the body. This course is suitable for students of any major, including those who have not taken a previous history course.

## **HIST 333: GENDER & SOCIETY IN WESTERN EUROPE**

**Dr. Elisabeth Wengler, TR, 1:05-2:25, CSB**

Students will investigate the forces that shaped the social and cultural constructions of masculinity and femininity and examine how they informed the identities, experiences, and imaginations of late medieval and early modern Europeans (1300-1800). Students will analyze the impact of gender on sexuality, family life, work, crime, religion, and intellectual life of early modern Europeans and how these intersected with socio-economic status, age, marital status, and religious identity. Students will uncover and analyze the gaps between gendered expectations and the lived experience of early modern men and women. 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) Gender Req. (GE)

# EUROPE

## **HIST 344: MODERN GERMANY**

**Dr. Gregory Schroeder, TR, 9:55-11:15, CSB**

This course examines the history of Germany in the modern era by asking the fundamental questions: “Who is German?” and “What is Germany?” These questions, and the changing answers over time, will help us understand not only “Germany” but also more broadly common experiences of modernization. Our study begins with an overview of “Germany” in the 18th and 19th centuries and proceeds to in-depth readings on the German Empire, the Weimar Republic, the Third Reich, and the post-1945 Germanies. The course materials and our discussions will illuminate the diversity of experiences in German history by examining issues of political allegiance, ideology, social class, gender, religious confession, and regional identities. This course is suitable for students of any major, including those who have not taken a previous history course.

### **Course Attributes:**

Gender Requirement (GE), Human Experience (HE), Humanities (HM), Intercultural Requirement (IC), Thematic Encounter3 - Justice

## **HIST 377A: ROMAN EMPIRE**

**Dr. Jason Schlude, MWF, 1:50-2:45, SJU**

An examination of the history of the Roman empire, beginning with Julius Caesar and Augustus, who introduced rule by Roman emperor in the late first century B.C.E., and ending with Constantine, who legalized Christianity in the fourth century C.E. Our point of departure is the vastness of this empire. It stretched from the Atlantic Ocean to the Euphrates River, from the North Sea to the Sahara Desert. As such, it encompassed and encountered numerous peoples and cultures, many subject to the power Rome. With this in mind, we will try to achieve a more balanced view of life in the Roman empire by investigating it from the perspective of the rulers and the ruled. To this end, we will (1) study the Roman emperors and their policies, (2) grapple with the struggles of an example subject people, the Jews, under Roman empire, and (3) support students in their pursuit of research projects that will underscore the rich diversity of experience within the Roman world. Throughout we will focus especially on the potential of ancient evidence to answer the following questions. What were the priorities of the Romans, and especially the emperor, in the maintenance of the Roman empire? What was the response of subject peoples like the ancient Jews to that empire? What strategies did they develop for political, cultural (especially religious), social, and economic survival? As we pursue these questions, students will have the opportunity to take part in many well-informed class discussions and to engage more deeply with particular issues through thoughtful papers and collaborative workgroup sessions. 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 Focus - Justice

# UNITED STATES

## HIST 152C: THE AMERICAN DREAM

**Dr. Ken Jones, TR, 8:20-9:40, CSB**

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 Bernie Sanders.



### **Course Attributes:**

CSD: Identity (CI), Gender Requirement (GE), Humanities (HM), Intercultural Req. (IC)

## HIST 153: GROWING UP IN US HISTORY

**Dr. Shannon Smith, MWF, 9:30-10:25, CSB**

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 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 ideals of femininities, masculinities, and other gender expectations impact us as we grow to be adults? How and why have the concepts of “race” and “gender” developed, 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

## HIST 278B: 20TH C. WORLD ENVIRONMENTAL HISTORY

**Dr. Derek Larson, MWF, 1:50-2:45, SJU**

This course explores the history of the 20th century world through an environmental lens, emphasizing relationships between humans and the natural world, the impacts of social/political/economic systems on nature, and the evolving use of natural resources in human societies. Movements of people, raw materials, capital, manufactured goods, and living material between ecosystems receive particular attention. The impacts of human action on the natural world, including resource extraction, large-scale construction, agriculture, transportation of species between ecosystems, warfare, migration, and the generation of pollutants will be followed through the century on scales ranging from regional to global. Students



will develop an understanding of how humans have shaped the environments they inhabit both directly and indirectly, how nature influences culture over time, and how the environmental crises of the 21st century are rooted in historical events, decisions, and actions. The skills of historical analysis and argumentation will be practiced throughout the course as well. 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 Focus - Movement

## HIST 279D: AMERICAN REVOLUTION

**Dr. Jonathan Merritt Nash, MWF, 8:20-9:15, CSB**

This course analyzes the causes, course, and consequences of the American Revolution within the context of the Atlantic World between approximately 1750 and 1820. 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 Focus - Truth

# UNITED STATES

## HIST 358: US SINCE 1960

**Dr. Ken Jones, TR, 11:30-12:50, CSB**

Political, economic and social change in recent America. A central theme will be the way that the social/political changes of the 1960s, and the reaction against them, has divided our nation and shaped our recent history. Specific topics include the struggle for equal rights for minorities, the changing



roles of men and women, the domestic consequences of our foreign wars from Vietnam through Afghanistan, the growth of political power among cultural conservatives, the causes and impact of growing income inequality amid expanding affluence, and arguments over the power of the Presidency and the primacy of the Federal government from the administrations of John Kennedy through Barak Obama. 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), Gender Requirement (GE)

## HIST 369: GENDER IN US HISTORY

**Dr. Shannon Smith, MWF, 11:50-12:45, CSB**

This course will use gender as a tool of analysis to explore how gender and sexuality have influenced Americans' personal identities and interactions with others. Historically, in what ways have Americans defined what it means to be a man or a woman, and how have those definitions and supposed natural characteristics influenced one's status within the nation? We will examine beyond the binary of masculinities and femininities and the intersection with race and other identities from European colonization to the present day, and how those meanings have changed based on the needs or anxieties of the time. This course will help you think critically about documents and other sources that you encounter in daily life: who



produced it, what assumptions about gender or public/private life the author makes, and how those assumptions influence one's understanding of cultural identities. 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), Gender Requirement (GE)

## MAJORS' COURSES

### **HIST 295G: AVENGERS: HAITIAN REVOLUTION** **Dr. Brittany Merritt Nash, TR, 1:05-2:25, CSB**

The Haitian Revolution has been described as “unthinkable”: not only did enslaved people overthrow one of the most powerful empires of the 18th century, but they established the first Black republic in the modern era. This course focuses on the interpretations and misinterpretations of the Haitian Revolution, as we analyze competing primary sources and historical narratives about the revolution that changed the world. We will investigate not only “what happened,” but also clashing understandings of freedom and human rights that continue to reverberate in the present.



### **HIST 395C: THE AMERICAN WEST**

#### **Dr. Derek Larson, MWF, 9:30-10:25, CSB**

“Historiography and Methods” was created to help History majors better understand how historians think and work while exploring the historiography of a particular topic in depth. While each section of the course focuses on a specific topic, they share the common goals of exposing students to the study of history itself as a field of inquiry, exploring various research methods, and considering how various types of evidence might be used in constructing historical arguments. This seminar will examine the history of the American West, covering such topics as the impact of U.S. expansion on the environment and native peoples of the West, the realities of violence in “frontier” towns, the political and economic relationships between Eastern cities and their Western counterparts, and the evolution of the 20th century West into an overwhelmingly urban society in the midst of a sparsely populated hinterland. Special attention will be paid to historical debates over the “meaning of the West,” the introduction of race, class, gender, and environment as themes in these debates, and the varying types of evidence historians have used to interpret the region’s past.

# MAJOR'S COURSES

## HIST 399: SENIOR THESIS

**Dr. Shannon Smith, TR, 2:40-4:00, CSB**

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 295 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.

### Course Attributes:

Capstone (CAPS), Experiential Learning (EL)

## CURRICULUM

The history curriculum is exceptionally broad, covering Africa, Asia, Latin America, Europe, and the United States, and subjects including social, political, intellectual, cultural, and economic history. The history major is highly flexible to suit individual student interest.

### History and the Integrations Curriculum

Students can fulfill up to 16 credits (4 courses) of Integrations Curriculum requirements with the History major or minor:

- Thematic Encounter (at the 100 or 300 level) *or* Thematic Focus (at the 200 level)
- Culture and Social Difference: Identity (at the 100 level)
- Culture and Social Difference: Systems (at the 300 level)
- Theological Integrations (at the 300 level)

### Major (40 credits)

#### 100 level

no more than 8 elective credits (2 courses); History majors may take 0, 1, or 2 courses at the 100 level

#### 200 level

no more than 12 elective credits (3 courses); History majors may take 0, 1, 2, or 3 courses at the 200 level

#### 300 level

at least 16 elective credits (4 courses); History majors may take 4, 5, 6, or 7 courses at the 300 level

Required Seminars for History majors –12 credits (3 courses): HIST 295 History Colloquium, HIST 395 Historiography, HIST 399 Senior Thesis (capstone)

Majors will work with their History advisor to determine a thematic “pathway” that will lend coherence to their coursework. Examples of “pathways” include: Law, Power and Politics; Religion and Society; Global Conflict and Colonialism; Indigenous Societies; Gender and Sexuality; Race and Ethnicity: the Modern World; etc.

### Minor (20 credits)

#### 100 level

no more than 4 elective credits (1 course); History minors may take 0 or 1 course at the 100 level

#### 200 level

no more 8 elective credits (2 courses); History minors may take 0, 1, or 2 courses at the 200 level

#### 300 level

at least 8 elective credits (2 courses); History minors may take 2, 3, or 4 courses at the 300 level

Required Seminar for History minors –4 credits (1 course): HIST 295 History Colloquium

# HISTORY STUDENTS GET GREAT JOBS!

White House Chief of Staff, Obama Administration  
Fraud Investigator—Banking Industry  
Consumer Safety Officer—FDA  
Senior Underwriter  
Copywriter & Marketing Specialist  
Curator—History Museum  
Interpreter  
CIA Analyst  
Deputy Managing Editor  
Clinical Research Assistant  
Field Auditor—Dept. of Revenue  
Attorney  
Captain—US Army  
Director of Admission  
Engineer  
Professor  
Security Analyst  
City Archivist  
FBI Special Agent  
Operations Director  
Senior Compliance Manager  
Legislative Assistant  
Peace Corps Volunteer  
Librarian  
Policy Director  
Archaeologist  
Technical Writer

# **HISTORY FACULTY**

## **Asian History**

- Elisheva Perelman, Associate Professor of History

## **European History**

- Brittany Merritt Nash, Visiting Assistant Professor of History
- Gregory Schroeder, Professor of History
- Elisabeth Wengler, Professor of History

## **Latin American History**

- Brian Larkin, Professor of History, Department Chair

## **United States History**

- Ken Jones, Professor of History
- Derek Larson, Professor of History
- Jonathan Merritt Nash, Associate Professor of History
- Shannon Smith, Associate Professor of History

## **Adjunct Faculty**

- Jason Schlude, Associate Professor of Classics