

History Department
Course Offerings
Spring 2025



ASIA

HIST 119 Pop!: The History of Asian Pop Culture in America

Dr. Elisheva Perelman, MWF, 1:00, CSB

What if ARMY isn't just about music? What if anime isn't as new as Demon Slayer? Asian popular culture's reception in America is not just a 21st century phenomenon and isn't just a one-sided love affair. The reception of Asian popular culture in the United States provides an amazing lens into American ideas about gender, race, and ethnicity, even as the countries involved are politically fractious.



Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 319 Japanese History Through Horror: Monsters and Modernity

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



Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

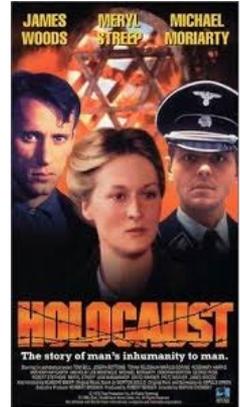
Attributes: CSD: Systems (CS)

EUROPE

HIST 14X Americans Remember the Holocaust (Pending Approval)

Dr. Gregory Schroeder, MWF, 10:40, CSB

This course explores how the Holocaust has been and is remembered in the United States. From the publication of the Diary of Anne Frank in 1952, to the NBC TV mini-series Holocaust in 1978, to the opening of the U.S. Holocaust Memorial Museum in 1993, to the banning of Art Spiegelman's graphic novel Maus by a Tennessee school board in January 2022, the Holocaust has played an enormous role in US memory and identity. In fact, developments in American approaches to the subject have for decades prompted debates over the "Americanization" of the Holocaust. In addition to remembering the Jewish experience, Americans' remembering of the Holocaust has prompted comparisons to the experiences of Africans and Indigenous peoples in North America. Central to the course questions of race, ethnicity, and gender as the experiences to be remembered and the identities of those remembering were and are shaped by race, ethnicity, and gender.



Attributes: CSD: Identity (CI)

HIST 277C Fascism Past and Present

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

This course examines fascism with respect to historical origins, its political and social manifestations in the 1920s-1940s, and its post-WW2 legacy.

Specifically, the course addresses fascism as a general concept, Italian fascism, German Nazism, and other variants in the period of historical fascism. The latter part of the course examines fascism in recent past and present manifestations.



Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

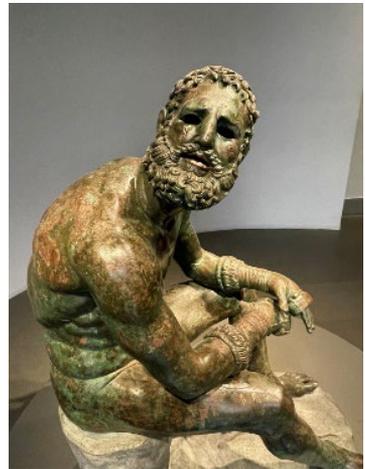
Attributes: Human Experience (HE), Thematic Focus - Justice

EUROPE, cont'd

HIST 330 Parties and Wars: Greece in the Classical Period

Dr. Jason Schlude, MWF, 10:20, SJU

The Classical Period in Greece (c. 480-323 BCE) is a cornerstone for western history, and its legacy very much extends into our modern world. In this course, we will concentrate on investigating Greek society and culture at this vibrant time. In particular, we will explore the complexities of Greek identity, broadly defined. At the heart of this course will be the contention that identity was (and is) not a fixed and immutable concept. Rather Greeks constructed and negotiated key elements of their identity as part of a dynamic social process. With this in mind, this course will focus on evidence that illustrates how Greek identity was articulated and debated in a social context in general and in certain social spaces in particular. Such “spaces” of interest will include political debates, battlefields, theatrical productions of tragedies and comedies, funerals, philosophical dialogues, legal trials, drinking parties, and athletic events. In considering how Greek identity was worked out in various ways in these different social contexts, we will learn about a wide range of Greek social and cultural practices related to government, ethnicity, the military, family, gender, religion, death, humor, intellectualism, the body, and education. Humans today are social animals, and the ancient Greeks were no different. Appreciation of the Greeks’ intensely social orientation will lead us to new insights about them – and ourselves. This course is suitable for students of any major, including those who have not taken a previous history course.



Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

HIST 349 Russia: Power, Resistance, Revolution

Dr. Gregory Schroeder, MWF, 11:50, CSB

This course examines the history of Russia from the 19th century to the present, that is, the imperial, Soviet, and post-Soviet eras. Throughout this period of intense social, political, and economic transition, fundamental questions have persisted: Is Russia part of or separate from the West? Will Russia be governed by traditional forms or power, or is reform possible? What role have resistance and revolution played in the evolving Russian experience? Topics of study include the Romanov Empire, the Bolshevik Revolution, Stalinism, World War II, post-Soviet Russia, and Russia under Putin. The course includes consideration of current events in historical context. This course is suitable for students of any major, including those who have not taken a previous history course.



Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Human Experience (HE), Thematic Focus - Truth

GLOBAL

HIST 328 Missionaries and Empire

Dr. Brittany Merritt Nash, TR, 2:40, CSB

This course explores the relationship between missionaries and imperialism, focusing specifically on health, identity, and cultural change 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? As we investigate the relationship between Christian missions and colonialism in Africa, we will explore topics such as the effects of evangelism on African cultures, how colonialism affected mental health, and interventions of medical missionaries into the intimate lives of African women. This course is suitable for students of any major, including those who have not taken a previous history course.



Prerequisites: THEO 100

Equivalent courses: THEO 319I

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 329 Guns, Gold and Slaves: Africa and the British Empire

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

This course focuses on encounters between Great Britain and the African continent from the trans-Atlantic slave trade to the present. Topics include slavery and imperial conquest; the role of African men and women in reshaping British colonial power; cultural exchanges between Africa and Britain; settler violence and warfare; and the aftermath of independence. This course is suitable for students of any major, including those who have not taken a previous history course.



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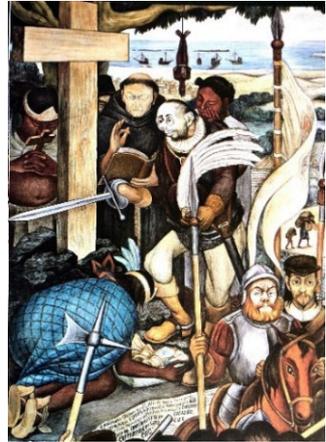
Attributes: CSD: Systems (CS)

LATIN AMERICA

HIST 121 Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples

Dr. Brian Larkin, TR, 11:30, CSB

The ancient civilizations of the Americas and their monumental architecture pique the modern imagination. Most tourists who visit the region, apart from soaking up sun on beaches, seek out the pyramids and other ruins from the lost civilizations of the Aztec, Maya, and Inca. They ascend the towering Pyramid of the Sun at Teotihuacan to view the extensive remains of America's largest Pre-Columbian city, imagine human sacrificial rituals while contemplating a chacmool at Chichén Itzá, or marvel at the elegance of Machu Picchu's majestic setting in the Urubamba Valley. Most probably ponder how such powerful societies collapsed and disappeared after the Spanish conquest of the 1500s. Although powerful Indigenous empires undeniably fell to Spanish conquistadores, did Indian civilizations really collapse and disappear? This semester we will address that question as we explore the rise of Indigenous civilizations in the Americas, their "conquest" by the Spaniards, and how these two peoples fought with and accommodated each other to forge a new colonial society and culture. This new colonial society was complex and varied. But more important, it was something entirely new, built on—but not confined by—the cultural achievements and shortcomings of the Americas and Europe.



Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement

LATIN AMERICA , cont'd

HIST 323A Religion in Modern Latin America

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

The multitude of churches and the seemingly constant tolling of church bells immediately strike most visitors to Latin America. It is impossible to walk more than a few blocks in any direction in the centers of Latin American cities without encountering a church. In rural villages, churches are the centers of community. It is simply undeniable that religious sentiment runs high in Latin America. But what type of sentiment? How have diverse groups of Latin Americans practiced and experienced religion? Catholicism has dominated religious culture in Latin America until recently, but have Latin-American peoples practiced a uniform type of Catholicism over the years? Furthermore, in the 20th century, Protestantism has spread rapidly in the region. Why have people in the most Catholic area of the world been attracted to new religious currents over the last century? We'll address these and other questions over the course of the semester. Major themes include Indigenous and Afro-Latin American variants of Catholicism, revolutionary attempts to eradicate traditional Catholicism, the rise and spread of Protestantism, and the emergence and trajectory of liberation theology in Latin America. We will also examine how religion both shapes and responds to its context, changing as its context changes. Our explorations will challenge traditional understandings of Christianity and present a decoupling of European cultural heritage from Christianity. This course is suitable for students of any major, including those who have not taken a previous history course.



Prerequisites: None

Attributes: Theological Integration (TI), Writing Requirement (WR)

UNITED STATES

HIST 153 Growing Up in US History

Dr. Shannon Smith, MWF, 11:50, CSB

This course explores 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, as well as the social and cultural institutions which shape individual experiences and identities. We will answer such questions as: How do a range 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 young people created their own youth culture and attempted to change social expectations using advertising, film and television, magazines, music, and social media?



Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 350 Sex and Power in Early America

Dr. Jonathan Nash, MWF, 8:20, CSB

This course will explore the history of Early North America from the earliest sustained contact between Europeans and Native Americans during the fifteenth century until the mid- to late eighteenth century. We will attempt to understand Early America on its own terms, rather than as a prelude to the United States. We will examine the dynamic and heterogeneous nature of Early America by investigating the experiences of Africans, Europeans, and Native Americans. We will focus on themes of power (intersections of race, gender, ethnicity, and sexuality), religion, enslavement, and violence to analyze how various people met, clashed, cooperated, and remade themselves and their worlds. This course is suitable for students of any major, including those who have not taken a previous history course.



Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

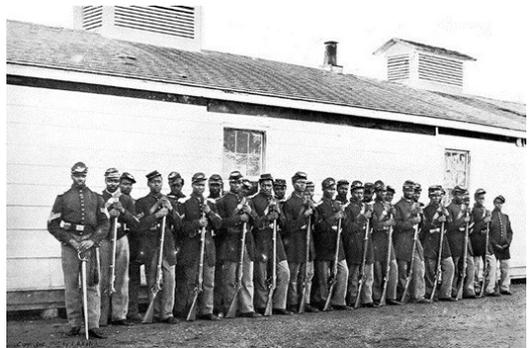
UNITED STATES, cont'd

HIST 353 Civil War and Reconstruction in American Culture

Dr. Shannon Smith, MWF, 9:30

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. This course will help explain many of the ongoing challenges in American society, including battles over race, gender, state and individual rights, 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.



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Attributes: CSD: Systems (CS)

MAJORS'

HIST 295C Struggle for Freedom

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.



Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter 1/2 - Truth

HIST 399 Senior Thesis

Dr. Elisheva Perelman, MW, 2:10, 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.

Prerequisites: None

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

HISTORY MAJORS 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