

The Observer
The Department of History's E-Newsletter
for Undergraduate History Majors, Minors & Friends

Purdue University

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"The historical sense involves a perception, not only of the pastness of the past, but of its presence."

T.S. Eliot

Hello and welcome once again to the Observer, the Department of History's e-newsletter for undergraduate majors and minors. The Observer's task in life is to keep you abreast of the Department of History's many events and programs that are designed to enhance your education and benefit your life here at Purdue and beyond.

I. The Annual Undergraduate Open House

All History Majors and Minors are kindly invited to the Department of History's Open House on Tuesday, September 24, starting at 6:00 pm in University Hall 201. Enjoy free pizza, subs, and soda and learn about our Spring Semester course schedule, our Summer Study Abroad programs, and internships. But more important, this is a fun and informal way for you to meet other students of history and your faculty.

II. New Faculty

The Observer would like to extend a big welcome to the new faculty that joined our Department this semester: **Professor Tithi Bhattacharya** is our new expert on South East Asia and will be teaching courses on India, Pakistan, and Global history. This spring she is teaching a special topics course on Gandhi. **Professor Joseph Dorsey** specializes in the cultures of Africa, Latin America, and the Caribbean. He has written on the Atlantic slave trade and is teaching a special topics course next spring devoted to Cuba. **Professor Carolyn Johnston** is an expert in modern French history. She will be teaching the survey in Modern European History as well as a new course on popular culture in modern Europe. And finally, **Mr. Neal Bynum** is a specialist in 20th-century American history and is teaching our African-American history survey.

III. Spring Semester 2003 Course Offerings:

The Department of History is offering a wide range of dynamic and exciting classes in the Spring Semester 2003 from the ever popular **America in Vietnam** (Hist 356, Professor Hearden) to the new and highly successful **Society, Culture and Rock and Roll** (Hist 371, Professor Morrison). As always we offer courses on contemporary and contentious issues, such as **Gender in the Middle East History** (Hist 360, Professor Afary) as well as those on age old conundrums and conflicts as in **Studies in Medieval History** (Hist 500 Honors, Professor VanLandingham). Whatever you are interested in, Vietnam, Japan, Latin America, Africa, Europe, women, race, law, politics, popular culture, medicine, science, or war – look no farther than the Department of History’s Spring course offerings. *History is what’s happening at Purdue!*

1). New Spring 2003 Courses:

A) Hist 302D Introduction to Jewish Studies Professor Gordon Young

This course will introduce students to the rich and multi-faceted history, literature, thought, and culture of Jews and Judaism from antiquity to the present. Topics will include an examination of Jewish topics (God, Torah, Israel, and Messiah), Jewish history (from ancient roots to contemporary Israel and Jewish-American culture), Jewish texts (Hebrew Bible, Talmud, Midrash, Kabbalah, Israeli and Jewish-American literature), Jewish practices (languages, liturgies and festivals, and Judaism among world religions), and issues of Jewish identity (Jewish and Christian relations, the “Who is a Jew?” controversy, Judaism and women, Judaism and gender, Judaism in America, Holocaust, Jewish thinking after the Holocaust, among others). There are no prerequisites for the course except a curiosity and enthusiasm for the subject matter and all Purdue students are invited to attend.

B) History 302N: Environmental History of the United States Professor John Larson

This survey introduces the unique perspective of environmental history as applied to the history of the United States. Environmental historians differ from most others by taking notice of environmental features and forces in active interplay with human beings and their institutions. Nature appears not just as backdrop or landscape but as an actor in the story, sometimes hidden to be sure, but always relevant to the shape and outcome of human purposeful action. In this survey we will look at the environmental impact of human societies in North America from about 1600 to the present. We also will notice the cultural formulations with which native and immigrant people explained (or explained away) the force of nature and their experience of it. Relatively contemporary environmental questions will

come up, but our focus will be less on present policy dilemmas and more on understanding the long-term relationship between people, their cultural traditions, and the environment around them. No prerequisites (History 151 & 152 or equivalent helpful).

C) History 302T: Gandhi: Rebels, Romantics and Revolutionaries in South Asia

Professor Tithi Bhattacharya

The dominant figure in India's nationalist movement for nearly thirty years, M. K. Gandhi has also been one of the 20th century's most influential political activists and thinkers. This course charts Gandhi's career against the background of events in London, South Africa and India. It examines the evolution and practical application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society and state. Gandhi's influence on Indian politics and society is critically assessed and his claim to be the 'maker of modern India' examined in the light of developments since his death in 1948. Though helpful, a prior knowledge of Indian history is not required for this course.

D) History 492C: Popular Culture and Urban Life in Modern Europe, 1789-present

Professor Carolyn Johnston

This course will explore the history of modern European urban popular culture from the beginning of the Napoleonic era to the complex challenges of immigration and multi-culturalism in the late twentieth century. We will examine the practices and expressions of popular culture in relation to important historic moments of the nineteenth and twentieth centuries including revolution, industrialization, the creation of modern cities, the advent of mass practices of consumption and leisure, the world wars, student rebellions, and challenges from immigrant culture and 'Americanization.' We will see how Europeans understood forms of everyday experience including singing, drinking, eating, reading, shopping, theater- and movie-going, vacationing, and participating in sporting events.

E) History 495S: The Modern Korean Nation

Professor Sally Hasting

Come study a complicated case of the imagined nation. Korea was a tributary of China until 1895, a protectorate of Japan from 1905 to 1910, part of the Japanese Empire from 1910 until 1945, and then divided, yet,

the ideal of a united Korea remains strong. Do your own research to write an essay on how a particular incident has contributed to the biography of the nation.

F) History 302E: Race, Gender and National Identity in Cuban History & Culture

Professor Joseph Dorsey

A sociocultural and sociopolitical overview that focuses on the history of Cuba's most visible "minorities" from the eighteenth to the twentieth century: Africans and their descendants; Asians and their descendants; and women. Eight philosophical positions will serve as theoretical guides: Taoism (Confucius); phenomenology (G.F. Hegel); economic determinism (K. Marx); the double voice (M. Bakhtin and W.E.B. DuBois); patriarchy (G. Lerner and L. Irigaray); notions of knowledge, power, and ideology (M. Foucault and L. Althusser); the gaze (F. Fanon and H. Bhabha); and imagined communities (B. Anderson). With these "navigational devices" in mind, the course relies on three principal texts or text-types: (1) Secondary sources (2) legal statutes, court cases, penal records, and other government documents and (3) films, poetry, autobiographical narratives, and excerpts from novels.

G) History 547: Topics in Chinese History. Defining China: Culture, Nation and Identity in the

Modern Era

Professor Rebecca Nedostup

Is China a culture or a nation? Are the Chinese people citizens or villagers? How much ethnic, linguistic and religious difference can the concept of a Greater China sustain? Emperors, revolutionaries, feminists and farmers have presented different answers to each of these questions in the past two centuries. In this course students will explore some of the main ways in which Chinese identity has been defined between the late imperial era and the present, both on the mainland and in places such as Taiwan, Hong Kong and Chinese communities around the globe. The course will also address a broader question: how do we create a history of culture? Class meetings will alternate between discussion of scholarly studies and analysis of a broad range of primary sources - including literature, painting, advertisements, film, fashion and music as well as political pronouncements and personal memoirs. Undergraduates and graduate students of any background with an interest in Chinese culture or in cultural studies in general are welcome.

2) Other Favorites offered this spring, include:

A) Hist 492H: History of the Confederacy (Honors Only)
Professor Robert May

This course provides a microscopic look at the political, constitutional, economic, and military, diplomatic, and social history of the Confederate States of America (1861-1865). The emphasis of the course is on the Confederacy as a political entity rather than on the battles its army fought, though some attention will be given to issues such as the generalship of Robert E. Lee and Confederate strategic planning. Did the Confederacy achieve true nationhood? Were Confederate leaders successful in their efforts to persuade non-slaveholders to risk their lives in a war to perpetuate slavery? Were southern women the backbone of the Confederate cause, or its undoing? These are some of the questions that this course will address. This course is designed to expose students to the complexity of interpreting the Confederate experience.

B) Hist 371 Society, Culture, and Rock and Roll
Professor Michael A. Morrison

This class will survey the social and cultural fabric of post-World War II United States through the prism of music—*rock and roll* music. At one level the class will survey trends and styles in rock, focusing first on the artists and groups who gave rise to this hybrid form of music from its country and blues roots. It will then track the rise of rock and roll in the 1950s and the corporate, political, and social backlash against it. The focus on the 1960s will be on music as an expression and extension of the social, cultural, and political changes of that decade. Finally, the class will examine the paradoxical developments of the evolution of “corporate rock and roll” with the emergence of an abrasive, often angry music [read: punk/grunge/rap] by the end of the 1970s and into the 1980s. There are five major themes around which the class turns. The first is the importance of African-American culture to the origin and development of rock and roll. The second is the effect of demographic shifts and in particular the dramatic population growth during the postwar era (both in the United States and Britain). Economic issues—prosperity and major and independent record companies—form a third prism through which we will look at rock and roll. Technological innovations that both spread popular music and, in the 1950s, *became part of making music*, are a fourth theme. Finally, youth culture and experiences are central to this class. This interdisciplinary class will empower students to use a medium with which they are somewhat familiar (popular music) to examine less well-known (to them) issues and historical forces that are intrinsic to the American and British postwar experience.

C) Hist 328 The History of Women in Renaissance Europe

Professor Melinda Zook

This course studies the history of women in Early Modern Europe (1450-1800). It examines the roles, images, and experiences of women as wives, mothers, nuns, artisans, peasants, scholars and heretics and follows the developments in the history women in the eras of Renaissance, Reformation, and Revolution. It also explores the changing meanings of “femininity” and “masculinity.” Topics include: sexuality, marriage, and family life; the religious life, heresy, and witchcraft; popular culture, politics, and the rise of feminism.

IV. Study Abroad: Summer 2003

Here’s a great chance to see something of the world and learn about it, travel, earn credit, and get away from your parents!

History 492Y: Greece and Turkey 2003: An Aegean Odyssey - History, Art and Archaeology

Course Goals: History 492Y has been designed to impart an historical, artistic, geographical and cultural understanding of an important region of the Eastern Mediterranean: the Aegean Basin (Greece and western Turkey), from their beginnings in antiquity through the Byzantine era. This region has contributed heavily to the foundations of western civilization and what has evolved into the modern state, complete with political philosophy, values, artistic and literary traditions, together with institutions for the assimilation of other cultures into a multicultural environment. Its art and architecture have had a lasting effect upon the modern world, and this is a prominent focus of our course. Another of the purposes of the course is to provide insight into the ways in which that art and those institutions were created, changed and adapted over time. We shall see how the ancient Greeks and their Roman, Byzantine and Turkish successors adapted their societies to the pressures of change from the inside, and to influences from the outside, both in ancient and medieval times. And, in turn, we will examine how the peoples of this region have contributed to the general pool of human understanding and the advance of mankind. The strength of this course lies in the fact that we will be immersed completely in the lands, sites and monuments of antiquity, as well as among the people and builders of two modern nations.

Professors:

Dr. Gordon D. Young, (765) 494-4151 = office, (765) 463-2868 = home. E-mail = gyoung@purdue.edu or urnamma@aol.com.

Dr. David Parrish, (765) 494-3058 = office, (765) 743-3013 = home. E-mail = dparrish@purdue.edu or FAX 765-496-1198.

V. Internships in Indianapolis

One method of earning credit hours and professional training at the same time is through internships. The Indiana House of Representatives and the Senate are always looking for smart undergraduates, and they are especially fond (quite naturally) of Purdue History majors.

A) The Indiana House of Representatives Republican Caucus Staff is seeking undergraduate interns for the Spring 2003 semester. This is a paid internship, \$275.00 per week; however it was designed with an educational intent. If you are interested in finding out more, contact Ms. Angie Bixler at 317-232-9648 or 1-800-382-9841.

B) The Indiana House Democrat Internship Program offers full-time paid internships for juniors, seniors, graduate students or "recent graduates." Interns are paid \$250.00 per week. Participants will be eligible for a \$2,500 cash scholarship from Verizon, to be awarded to the most outstanding intern. For more information, see their website: http://www.state.in.us/legislative/house_democrats/intern.html.

C) Republican Caucus of the Indiana Senate is seeking interns for the Spring 2003 semester. Interns will receive \$275.00 per week. These internships provide valuable experience in journalism, media relations, law and finance. Appointments will be announced in early November. Call Kathleen Hursh at (317) 232-9519 or (800) 482-9467.

D) The Democratic Caucus of the Indiana Senate is looking for qualified applicants for their Legislative Internship Program. The program begins on January 2 and will last through May 6, 2003. This is a paid internship for which students earn collage credit. If interested, please contact, Tricia Stratam at 317-232-9496 or 1-800-382-9467.

VI. Internship-Volunteer Opportunity in Historic Preservation

The Wabash Valley Trust for Historic Preservation, 325 N. 5th Street, Lafayette, is looking for a volunteer to help the Trust Library over the spring and/or summer 2003. For further information contact Angela Bowen, Executive Director at 420-0268.

VII. The James Madison Foundation Fellowship

The **James Madison Foundation Junior Fellowship** is offered to seniors preparing to become secondary school teachers of history, government, and social studies. Fellows

may receive up to \$24,000 in financial support. For further information, please contact Professor Michael Morrison (mmorrison@sla.purdue.edu) at the Department of History.

VIII. The Observer's Top Five

This column asks members of our faculty to list the best history books or novels written, or films directed, about a particular topic. For this issue, we asked Professor Whitney Walton to name the five best novels written about the European experience in the nineteenth century and Professor Patrick Hearden to name the five best films about the war in Vietnam. Here's what they said:

Nineteenth-Century Europe (Walton/novels)

1. Charlotte Bronte, Jane Eyre
2. Thomas Mann, Buddenbrooks
3. Bram Stoker, Dracula
4. Giuseppe Tomasi di Lampedusa, The Leopard
5. George Eliot, The Mill on the Floss

The War in Vietnam (Hearden/films)

1. Indochina
2. Go Tell the Spartan
3. The Quiet American
4. Full Metal Jacket
5. The Deer Hunter