**SPRING 2013 HISTORY COURSE DESCRIPTIONS**
* WI denotes a writing intensive course. Note that any HIST 492 or HIST 495 course also is considered writing intensive.

**HIST 103 Introduction to the Medieval World. Multiple sections/see course schedule for details.**
This course is an overview of medieval history in Europe from the fall of the Roman Empire to the birth of the Renaissance. We explore political, religious, and social changes as well as economic, technological, and cultural developments. We seek to understand the complexity of the medieval past, including an awareness of the experiences of ordinary men and women, as well as the rich and powerful. Topics include: The Birth of Christianity; The Decline of the Roman Empire; The Barbarian Nations; Islam; The Feudal World; The Crusades & Chivalry; Daily Life; The Church, Heresy & Witchcraft; The Black Death; The Renaissance.

**HIST 104 Introduction to the Modern World. Multiple sections/see course schedule for details.**
Traces the expansion of Europe into the Americas, Africa, and Asia. The French Revolution, nationalism, and the development of Western European states from the era of the Reformation to the present are studied.

**HIST 105 Survey of Global History. Multiple sections/see course schedule for details.**
This course surveys the cross-continental interactions between the civilizations of Asia, Africa, Europe, and the Americas since 1300, with attention to cultural comparisons over time, and to the impacts of global interdependence upon ecosystems and economies, cultures and geopolitics. Among the themes we cover are: the politics of religious culture, the rise of land and sea empires, epidemic diseases through history, race and gender relations, revolutionary ideologies and new labor and social relations, the cultures of colonialism and neo-colonialism, the technologies of world wars, and the rise of global production and consumer markets. Our formats include lectures, discussions, classroom interactions; our sources include original documents, histories, maps, literature, and feature films.

**HIST 151 American History to 1877. Multiple sections/see course schedule for details.**
This course treats developments in American history from the earliest colonial beginnings through the period of the Reconstruction. For about the first third of the course the subject materials covered include: the processes of colonial settlement, the growth of self-government in the English colonies, and an examination of the problems which beset the British empire during the years 1763-1775. Attention is next focused on the American Revolution in its military, social and political dimensions. The launching of the new government under a federal constitution and the growth of political parties form the broad pattern for the middle of the course. Westward expansion is treated as an integral part of the economic and national growth of the country. Concurrently, with this analysis of political, economic, and social growth, the student's attention is directed to the concepts of American nationalism offered to the electorate by the major political parties, i.e., their ideas and programs for national life. The remaining portion of the course emphasizes the hardened definitions of nationalism presented by the breakdown of the democratic process, and the Civil War and Reconstruction.

**HIST 152 American History since 1877. Multiple sections/see course schedule for details.**
This course begins by emphasizing the problems after Reconstruction, the new industrialism, the last frontier, and agrarian discontent. Attention is focused next upon overseas expansion and the Progressive Era. Later topics include the approach to and participation in World War I, the problems of prosperity during the "normalcy" of the 1920's, the depression and the New Deal, the role of the United States in World War II, the Cold War at home and abroad, the politics and culture of reform in the postwar era, the Vietnam war, the conservative ascendancy of the 1970s and 1980s, and a view of America since 1990. The course covers the social, economic, and political developments within the United States as well as its diplomatic history in the period of its emergence as a leading world power.

**HIST 241 East Asia and the Modern World. Professor Hastings TTH 4:30-5:45**
A survey of China, Japan, and Korea from the Seventeenth Century to contemporary times, this course investigates
the formation of modern nation states in East Asia. In addition to a textbook, readings include personal narratives by East Asians, lectures, slides, and videos.

HIST 246 Modern Middle East and North Africa. T. Olin TTH 9:00-10:15
This course analyzes the major currents and themes of Middle Eastern history from the late-nineteenth century to the present day. Dealing chronologically with the Arab-Islamic world, we address the following: colonialism (late-19th c. to WWII), nationalism (1950s and 1960s), Islamic fundamentalism (1970s and 1980s), and terrorism (1990s to present). For each chronological period, I draw your attention to specific case studies, and these include such hot spots as Algeria, Afghanistan, Egypt, Iraq and Israel/Palestine. For over 100 years, the peoples in these places have been grappling with issues of democracy, religion and national identity as well as their conflicting reactions toward Western intervention in a variety of forms. Students explore the political, social and cultural factors that have contributed to the formation of the modern Middle East by combining readings from textbooks with primary documents and ethnographic films.

HIST 272 Latin American History from 1824. Professor de la Fuente TTH 3:00-4:15
This course is a continuation of History 271, and examines the consequences of independence and the long struggle toward nationhood. Problems common to all Latin American countries are analyzed followed by a detailed examination of the political development of the major nations during the nineteenth century. Primary attention is given to the many complex problems faced in the twentieth century to include the role of the church and the military in political affairs, the influence of foreign capital and investments, the emergence of the middle class sectors and major labor movements, the need for land reform, monoculture, population pressures, and foreign relations.

HIST 302 Historical Topics: History of U. S. Agriculture. Professor Hurt MWF 9:30-10:20
This course will survey American agricultural history from approximately 7100 B.P. (ca. 5000 B.C.) to the present. It will emphasize the area of the continental United States. The main topics of study will include: Native American origins; European transfer, land policy, settlement, development of the market economy, scientific and technological change, agrarian politics, water rights, migrant labor, and agricultural policy. All class discussion will be informed by matters of race, class, and gender.

HIST 302 Historical Topics: 500 Years of European Military History. Professor Roberts T 3:00-5:50
(Spring Break Travel—extra fees collected)
This course involves a spring break trip to Europe, where we will visit battlefields and places associated with warfare, including the D-Day beaches, the Somme, Waterloo, the Maginot Line, Vimy Ridge, and much more. We will also spend some time in Paris and Heidelberg. It’s a chance to walk through the places where world history was shaped.

HIST 302 Historical Topics: History of Alchemy. Professor Ghionea MWF 2:30-3:20
The course investigates the history of alchemy and specific non-rational methods employed by many scientists to promote rational discoveries. The course is mainly focused on European alchemy, with few references to Middle Eastern and Arabic alchemy. It spans the period from Antiquity to Renaissance and Early Modern period, and also touches upon nineteenth-century “occult fever” and obsession with alchemy. The course is interdisciplinary and investigates both history of alchemy as well as the more general history of science, based on a variety of primary sources such as from pre-historic archeological evidence of proto-science to pre-Copernican heliocentric attempts (as early as ninth-century Carolingians or twelfth-century Byzantines), or from Descartes’ dreams preceding his discovery of complicated math in sixteenth-century to German chemist Kekulé and his vision of the “sacred snake”ouroborus that helped him understand the true chemical formula of the benzene, or from Swedenborg’s engaging with spirits before publishing his contributions to science, to Parsons’ experimenting with occult séances while discovering rocket fuel, etc.

HIST 323 German History. Professor Gray MWF 12:30-1:20
How could the Germans, a people of great historical and cultural accomplishments, produce the barbarity of Nazism and the Holocaust? This is the central question of modern German history. The answers lie not only in the
story of the Nazis themselves, but in the entire history of the German people. This survey requires no prerequisites. It introduces German history with brief coverage of the medieval, reformation, and early modern periods, and then turns to a more detailed study of German unification under Bismarck, the rise and fall of the Weimar Republic, and the victories and defeats of Hitler and the Nazis. The post-World War II period deals with West Germany, East Germany, Austria, and German reunification.

HIST 326 Popular Culture in Pre-Industrial Europe: 1400-1800. Professor Farr TTH 3:00-4:15
A survey of European history from the perspective of common people. How did they, when confronted with unprecedented economic expansion, population growth, urbanization, and Christianization, change the way they worked, played, worshipped, persecuted witches, and raised children?

HIST 330 History of the British Empire and Commonwealth, 1783-1960. Professor Dumett TTH 10:30-11:45
History 330 is a course where the histories of many regions – India, Australia, the West Indies, Canada and Africa – can be studied within a single framework. The course examines the way in which changing conditions and policies in Great Britain influenced the destinies of colonial territories and in later independent nations throughout the world. With the great age of world revolutions as a point of departure, the course analyzes how the loss of the American colonies in the 1780’s, coupled with the Industrial Revolution, worked to recast the Empire into a new design allowing representative government for the white settlement colonies but imposing paternalistic authoritarian governments on the tropical dependencies. The influence of nineteenth century economic and social theories – classical economics, balance of power diplomacy, humanitarianism, militarism, Social Darwinism and racism – on policy will be examined in broad outline. In addition the power of great men – (Clive, Pitt, Disraeli, Rhodes, Gandhi, Nehru, and Nkrumah) – to shape events will come in for considerable attention. The final sections of the course deal with the rise of Indian and African nationalism, decolonization and the transformation of the Empire into a multi-racial Commonwealth in the twentieth century.

HIST 334 Science and Technology in Western Civilization II. Professor Foley MWF 4:30-5:20
History 334 attempts to trace the main lines of Western Science and Technology from the time of Newton to the present. Beginning with a recapitulation of developments leading from Copernicus to Newton, the course assesses the position of science in European society during its age of earliest mature achievements. Topics important in the treatment of the succeeding century include the rise of biological classification, the rise of modern chemistry, and the onset of the industrial revolution. During the nineteenth century portion of the course, lectures stress the maturation of biology in such fields as cell theory, embryology, and histology. Darwinian evolution is considered in connection with its origin in the earth sciences, as well as its more conventionally biological precursor studies. Investigation of the thermo-dynamic synthesis leads onward into electromagnetic studies during the last half of the century. The so-called second industrial revolution is treated at this point also. Passing onward into the twentieth century, the course attempts to cover the revolution in modern physics, the transformation of the life sciences into adjuncts of physics and chemistry, the growing understanding of the structure and process of the universe, and the increasing interaction between pure and applied science. The course concludes with a consideration of some of the modern social and political problems which science and technology have caused by their very success.

HIST 341 History of Africa South of the Sahara. Professor Dumett TTH 4:30-5:45
This introductory course in African history surveys major movements and problems in the development of the people and cultures of sub-Saharan Africa from prehistoric times to the present. Throughout the course major emphasis is directed toward a radical reassessment of the position of the African continent and the role of Africans on the stage of human history and pre-history. Common myths and misconceptions about Africa will be exposed. Following a brief survey of major geographical divisions and linguistic groupings, the course traces such important movements in the early history of Africa as the origins of agriculture, cultural contacts with Near Eastern and Mediterranean civilizations, the diffusion of iron working, and the dispersion of the Bantu-speaking peoples into Central and Southern Africa. Proceeding to the "Middle Age" of African history, emphasis is placed on Africa's rich cultural and artistic heritage, the varied structure of African political systems, and the rise and decline of powerful kingdoms and empires that flourished before the advent of foreign penetration. Although changes since 1600 are viewed against the wider backdrop of challenges from abroad — the Islamic advance, the Atlantic slave trade,
western industrialization and colonialism — it is the response of Africans and the transformation of African institutions which provides the main theme of the course.

HIST 371 Society, Culture, and Rock and Roll. Professor Morrison MWF 1:30-2:20
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. In the end, this class will examine and explain the technological, business, and social forces that helped cement rock’s position in Western popular culture.

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.

HIST 379 Gandhi: Myth, Reality, and Perspective. Professor Bhattacharya TTH 9:00-10:15
The 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.

HIST 383 Recent American Constitutional History. Professor Pitts TTH 10:30-11:45
History 383 is an intensive study of constitutional questions and Supreme Court decisions from 1896 to the present. This course considers how the evolution of constitutional law shaped and was shaped by broader social, political, and economic changes. We will trace the evolution of constitutional jurisprudence from the Court’s early twentieth century focus on economic regulation, through the current debates over national security. The course is arranged around several broad themes, including national security and civil liberties, racial equality, personal autonomy/privacy, and First Amendment freedoms.

HIST 387 History of the Space Age. Professor Smith TTH 9:00-10:15
This course offers a history of the space age since 1900, including such topics as: the development of rockets and ballistic missiles, the origins and challenges of space exploration, and the revolutionary applications of orbital technologies. The course is centered on the Cold War in outer space between the USA and USSR. We examine how their different cultural values, political institutions, and military imperatives helped to determine the character of the space age. In other words, we study space science and technology as forms of cultural creativity. We cover such topics as: the Nazi V-2 rocket program, space fiction and the popular imagination, the Sputnik crisis, astronauts and cosmonauts, Apollo and the moon missions, space stations, space disasters, space weapons systems, earth science and astrobiology, the Mars missions, and the present and future of human exploration.

*HIST 395 Junior Research Seminar: Gender and War in Modern Europe. Professor Walton MWF 10:30-11:20
Beginning with the revolutionary and Napoleonic wars from 1792-1815, personal accounts by men and women who experienced war and press reports of wars became common and increased in number with subsequent wars. These published sources provide insights into a topic of growing interest among historians – gender and war. War obviously involved men in combat, and it also affected soldiers’ relationships with families, women, other men, and the country they served. War also affected women in a variety of ways, including the loss of loved ones, economic insecurity, the assumption of new responsibilities, rape, and different types of work in the military.
With close guidance students will write a major research paper based on personal narratives by women and men of their wartime experiences, press reports, and recent scholarship by historians. Topics might include the following: new tasks for women; soldiers’ treatment of civilians under occupation; how combatants dealt with fear, injury, and the loss of comrades; women’s survival strategies when men were away fighting; the meanings of patriotism for women and men during war; attitudes toward men and women of different races in combat and as civilians (European wars were almost all world wars involving non-Europeans). There are many more possibilities.

*HIST 395 Junior Research Seminar: Conspiracy Cultures: Plots and Rumors, Murders and Coups. Professor Smith TTH 12:00-1:15

This course takes a global approach to exploring and comparing some of the most significant “turning points” of the modern era. They include (among other events): the assassination of Archduke Franz Ferdinand (1914), the murder of Sergei M. Kirov (1934), the attack on Pearl Harbor (1941), several “Cold War” crimes, the assassination of President Kennedy (1963), several political scandals and terrorist acts between the 1970s and 1990s, and the Attack on America (2001). In what ways were these dramatic “events” associated with real plots and coups? How were they received and read as part of factual “cause and effect” chronologies and elaborate fictional plotlines? Why have politicians and publicists spun intricate cover-ups and conspiratorial tales to make sense of them? In order to discover some of the answers, we will research a variety of primary sources (especially newspapers and magazines), surveying the nuances between truth and lies, between rumor and the news, between what is real and what is imagined.

*HIST 395 Junior Research Seminar: Transformations: From Indian Crossroads to Colonial City. Professor Marsh TTH 3:00-4:15

Many modern cities in the United States identify their origins in a colonial past that is incorporated and promoted through tourism, economic development and urban planning. However in many instances the most well-known urban centers have a history that precedes their colonial founding. Chicago, New Orleans, Philadelphia and Los Angeles all began as Indian crossroads; cities, towns and communities that served as centers of commerce and culture. This course will explore the transformation of several indigenous cultural centers into colonial hubs and their modern counterparts.

*HIST 395 Junior Research Seminar: The Civil Rights Movement. Professor Bynum TTH 12:00-1:15

See Professor Bynum for more information.

HIST 398 The Afro-American since 1865. Professor Bynum TTH 9:00-10:15

The history of Afro-Americans since 1865 to the present. Their struggles to overcome social, economic, and political oppression and to win basic civil and human rights while making valuable contributions to American society are emphasized.

*HIST 40602 Rebels and Romantics: Europe 1815-1870. Professor Walton MWF 12:30-1:20

This course covers European history from the final downfall of Napoleon in 1815 to the Franco-Prussian War of 1870 that led to the creation of the second German empire. Students will learn about topics like industrialization, romanticism, the slow and complicated decline of the aristocracy, the coming to power of the middle class (or bourgeoisie), the formation of the working class, the domestic ideal for women, prostitution, sexuality, masculinity, the Crimean War (1853-56), socialism, the revolutions of 1848, realism, early European imperialism, and the consolidation of the nation-state form. A premise of the course is that this period witnessed, among other things, a new understanding of the individual and the self, deriving from the revolutionary experiences of the late eighteenth century, and from romanticism. Hence, the course and the final research paper will be orientated to understanding the developments of this era through some of its numerous outstanding personalities, for example, Napoleon Bonaparte, Lord Byron, Frederic Chopin, Queen Victoria, George Sand, Florence Nightingale, William Gladstone, Benjamin Disraeli, Giuseppe Garibaldi, Napoleon III, Friedrich Engels, Karl Marx, Charles Darwin, and Otto von Bismarck.
The objectives of this course are to help students gain an in-depth understanding of this foundational period in the history of the modern West, and to guide them in the research and writing of a historical biography based on primary and secondary sources. To this end the course will consist of assigned readings including both primary and secondary works, frequent class discussions of these readings, lectures that provide the basic historical and biographical facts, selected videos that illustrate the history, and incremental research and writing assignments that will culminate in the final research paper.

HIST 422 Honors Thesis in Historical Research. Professor Zook
Designed as a sequel to History 421 (Honors Historical Methods); this course is intended as the culminating academic experience for students in the Department of History Honors Program. It will require the completion of an undergraduate thesis in history.

HIST 430 Women in African History. Professor Decker TTH 1:30-2:45
African women's history is rich and deeply layered. In this course, we will examine the social, political, economic, religious, and cultural experiences of women living in Africa. Although we will look at women in the pre-colonial and slave trade eras, the focus will be on women during the nineteenth and twentieth centuries. Much of our reading and discussion will consider not only women, but also gender as we think about women's interactions with men and children. This course is concerned with the historical forces shaping African women's lives, as well as with the ways in which women have been active agents in the making of their own histories. Students can expect to engage with a number of different types of texts (e.g. films, novels, scholarly analyses, and primary sources).

HIST 460 American Colonial History. Professor Lambert TTH 10:30-11:45
This lecture/discussion course examines the social, political, economic, and cultural development of England’s mainland American colonies roughly from the founding of Virginia to the middle of the eighteenth century. It explores motivations for colonization, expectations of colonizers, challenges encountered in the American wilderness, and relations between settlers and their British overlords. It also studies the cultural interactions between the settlers and the diverse peoples from non-English societies, including the many native Americans and Africans—both free and slave. The class considers the private as well as the public lives of early Americans, paying close attention to the hopes and realities of men, women, and children of the “lower,” “middling,” and “better” sorts. The primary goals are for students to gain a general understanding of the major challenges and opportunities that the peoples of early America faced and to appreciate the interpretative problems historians encounter in explaining the period. Through a semester-long research project, students sharpen their research skills as they sift through evidence to answer questions that they pose about early America.

HIST 463 Creation of American Legal Culture. Professor Pitts TTH 1:30-2:45
In HIST 463 we will explore the legal culture of the North American colonies and the Early American Republic. Our task will be to explore the tensions, politics, values and conflicts which characterized this time period. How did colonists and early Americans understand freedom, liberty, tyranny, slavery and how did they use law to express these understandings? How did people on the political margins – slaves, wives, servants, laborers – challenge dominant understandings of law and manipulate law when possible to their own advantage?

HIST 476 Civil War in Myth and Memory. Professor Janney TTH 12:00-1:15
This course will explore how the Civil War has been celebrated and/or remembered from 1865 to the present. We will look at both Union and Confederate (northern and southern), black and white, male and female interpretations of the war. We will focus on how participants of the war understood their own lives, how their descendants chose to remember the war, and how historians have used their writings in crafting contemporary understandings of the Civil War. We will ask such questions as which interpretations of the war were most salient at different times? In what ways were memorialization efforts political? What has been left out of the popular memory of the war? Why? In order to do so, we will examine such topics as death culture in the 19th century, art, construction of personal memoirs, monument building, battlefield preservation, veterans' associations, and film depictions of the war.
*HIST 47702 Native American Women’s History.  Professor Marsh TTH 12:00-1:15
This course thematically explores the history of Native American women in North America. Students will explore the experiences of Native American women from earliest contact with European colonization to the present. The course will also cover thematic threads of resistance and resilience exploring how Native American women became the culture keepers for their peoples. Topics will include colonization and decolonization, identity, sovereignty, activism, leadership, kinship, stereotypes and public images.

*HIST 492 Readings in Historical Topics: Gauchos and Cowboys on the Argentine Frontier. Professor de la Fuente TTH 1:30-2:45
See Professor de la Fuente for more information.

*HIST 492 Readings in Historical Topics: Southern History at the Movies: The Celluloid South from Thomas Jefferson to Jefferson Davis. Professor Dorsey TTH 10:30-11:20 and Film Lab T 6:00-7:50
Focusing on race, gender, and regionalism based on geo-political difference, socioeconomic change, and sociocultural disparity, students in this class will investigate two types of history: (1) The history of the period of the film selected, with its principal sub-themes—such as the slavery and the Constitution, the expansion of cotton production, gendered identities, cultural contrasts between the North and the South, the impact of the South on U.S. foreign diplomacy, and the Civil War—and (2) The history of the film itself, including contemporaneous issues that might have influenced the making of the film, from screenplay or novel (or both) to studio production. Regarding the first criterion, for example, "Amistad," concerns itself with: the constitutionality of the African slave trade to the United States three decades after it was outlawed; northern animosity toward Spanish colonial Cuba vs. southern desires to annex it; and notions of African "otherness" among northern abolitionists. Vis-à-vis the second criterion, in the 1930s "Gone with the Wind" met the sociocultural needs of a nation shaken greatly by the Depression. Reflecting different times and concerns between the 1960s and the 1970s, "Drum," "Mandingo," and "Slaves," addressed ideas then current about the Women’s Liberation Movement, sexual freedom in general, and interracial relations in particular. It also mirrored radical shifts in political concerns among young African Americans from the Civil Rights Movement to the Black Power Movement. With the rise of “The Me Generation” in the 1980s, movie producers made fewer films about slavery and life in the Antebellum South. (The television epic, "North and South," is the greatest exception to the hiatus.) Then, in the 1990s, departing from a host of earlier movies about black bondage in the United States, "Enslavement" emerged clearly as a post-feminist critique of the role of middle class white women in the history of the abolitionist movement.

HIST 494 Science and Technology in American Civilization. Professor Foley MWF 12:30-1:20
This course examines the development of science and technology in the United States from colonial times to the present. Emphasis in the earlier periods is placed on comparison and contrast of the American scene with that of Europe. Subsequent treatment deals with the technological aspects of industrialization, and maturation of the American scientific community, and the increasing social effects of science and technology. Among those considered are the forces making for urbanization, for greater interdependence among science, industry and government, and for repercussions in intellectual affairs.

*HIST 495 Research in Historical Topics: Women in Modern America. Professor Gabin TTH 9:00-10:15
This course will introduce students to the methods of historical research and writing by focusing on women and the gender revolution in modern America. The second half of the twentieth century brought a world of change to women’s lives and American ideas about gender. Life magazine declared it “the revolution that will affect everybody.” Others called it a “tidal wave” and the "world split open". As we move from Baby Boomers to Generation Y, we will consider the social, political, economic, and cultural dynamics of the gender revolution for American women from various classes and demographic, racial, and ethnic groups. We will ask if and how this revolution changed: the meanings and understandings of gender; the meanings and significance of family, motherhood, and personal relationships; women’s education and female employment; women’s involvement in political and social movements; women’s relationship to the state; expressions and regulations of female sexuality; and women and popular culture. We will engage these topics through a variety of sources—magazines and newspapers, movies and music, memoirs and fiction, legislative hearings and court decisions, television and
advertisements, oral histories and photographs. Students will write a research paper on a topic of their own choosing based on work in these kinds of primary sources.

*HIST 495H Research in Historical Topics: Politics and Popular Culture in Cold War America. Professor Morrison M 3:30-6:20

Popular culture at times reflects and interprets the temper of society and politics; at other times it challenges social and political norms. This honors-only, undergraduate research seminar on U.S. politics broadly construed provides a topical introduction to the popular culture and domestic politics of the Cold War era, with an emphasis on viewing modern American history through mass media forms such as television, novels, music, and Hollywood films. The class will examine the impact of the nuclear era and the half-century global power struggle between the U.S. and the Soviet Union through a focus on the intersection of popular and political culture on the American home front. Themes include the dawn of the atomic age, the boundaries of political dissent, the problems of historical memory, the privatization of suburban family life, and the cultural responses to key episodes such as the onset of the international Cold War, McCarthyism, and Vietnam from the US involvement to its withdraw during President Nixon’s administration. The course will be a mixture of lectures, visual presentations, full-length movies, and discussion-based class meetings. Students will write a primary-source research paper on a topic of their choice.

HIST 515 A History of Western Thought II. Professor Foley MWF 2:30-3:20

History 515 begins with a brief recapitulation of the Medieval inheritance, showing how this tradition was affected by the humanistic studies of the Renaissance and by the religious ferment of the Reformation. The course next deals with the major political and scientific thinkers of the seventeenth century, and with their disciples and popularizers in the Age of Enlightenment. The remainder of the course centers around attempts made in the nineteenth century to codify and perpetuate Enlightenment thought, and on the growing onslaughts against that same thought which have increasingly marked the nineteenth century and our own. Whenever possible the course attempts to relate intellectual developments to underlying social forces.

HIST 548 Conflict in East Asia: Twentieth Century. Professor Hastings TTH 1:30-2:45

This course on modern East Asian diplomatic history is an historical review of the foreign relations of China, Japan, and Korea, both between these nations and collectively with the rest of the world. Emphasis is placed on the internal and external pressures affecting the policies adopted by each country in their foreign relations. The presentation of material is so constructed as to stress East Asian views in explaining their courses of action. Thus, in discussing the Western impact on East Asia, the responses of that area to the pressures exerted upon it are analyzed within the context of its own tradition, experience, and power potential. After a brief background discussion of nineteenth century relationships between the countries in this area and their progressively greater involvement in world affairs, the course proceeds to an examination of the participation by China, Japan, and Korea in the shifting alliances and the recurring diplomatic and military crises that developed since the Sino-Japanese War (1894-95). The study is taken up through the diplomacy of Communist China.

HIST 602 European Research Seminar: Life-Writing Narratives. Professor Farr T 6:00-8:50

This will be a research seminar focusing on a particular kind of primary source: the 'life-writing narrative.' Scholars traditionally know these sources as autobiographies, memoirs, journals, letters, and diaries, but these sources have been subjected to a considerable amount of textual critical analysis in recent decades, so historians can no longer simply mine them as transparent reflections of the past. Students enrolled in this course will be expected to select a “life-writing narrative” from the past (whatever time or place the student and professor deem appropriate—this is not an exclusively ‘European’ seminar) and use it as the fundamental primary source for a research paper of scholarly article length. Readings in theoretical literature will precede the research and writing for three or four weeks, but the remainder of the semester will comprise attention to the research project. Each student will complete the course, ideally, with a scholarly presentation suitable for a professional conference and an article in a peer-reviewed professionally journal.
HIST 611 History: Research Practicum. Professor Larson W 6:00-8:50
The second half of a two-semester sequence for new graduate students intended to acquaint them with important issues regarding the modern practice of historical scholarship. This course is a research seminar in which students shape and execute their own research projects resulting in original article-length historical essays. In addition, matters relating to ethical conduct of research and problems of historical writing and argumentation are discussed. Prerequisite: History 61000.

HIST 641 Readings in Global History: Social Movements of the Global South. Professor Bhattacharya T 3:00-5:50
During the mass protests against the Governor of Wisconsin’s anti-labor legislations in 2011, several placards proclaimed solidarity with the movements against autocracy in Egypt and Tunisia. Similarly, anti-austerity marches in Greece were supported and watched closely by activists in Palestine. This course is about exploring these global moments of conjuncture when apparently disconnected movements articulate common goals on the basis of an assumption of shared historical past. We will examine the current literature on social movements and focus on non-institutional strategies that such movements adopt in order to sustain themselves. The course will give specific attention to social movements of the global south and seek to situate those political processes within the wider context capitalist globalization.

HIST 651 Reading Seminar in American History: Religion in American History and Society. Professor Lambert W 3:00-5:50
This is a reading seminar that introduces graduate students to some of the major issues and historiography related to questions of religion in American society. It begins with early English settlement in North America and extends to the present, examining questions of church and state, religious liberty, religion and politics, and religion and society. It looks at the interaction between the sacred and the secular and explores how the place and role of religion in America has changed over time.