

SPRING 2019 CLASSES

Department of History

Undergraduate Courses

All classes are on-campus unless otherwise noted.

Class times may be found on the university's dynamic schedule.

HIST 101 – Studies in World Civilization to 1500

3 credits

Instructor: Dr. David McCarter

Description

Studies in selected world civilizations from the beginnings to the early modern age. Those themes which have a direct bearing upon contemporary culture and society will be stressed.

Foundational Studies Credit

Global Perspectives and Cultural Diversity

HIST 102 – Studies in World Civilization since 1500

3 credits

Instructor: Dr. David McCarter

Description

Studies in world history dealing with the modern era and contemporary world problems.

Foundational Studies Credit

Global Perspectives and Cultural Diversity

HIST 110 – Past and Present – World War II

3 credits

Instructor: Dr. Christopher Fischer

Description

World War II led to the death of at least 60 million people and prompted a complete reshaping of the global order. This class will examine the origins, course, and aftermath of the Second World War by asking three fundamental questions: How did the Allies win and the Axis powers lose? Why did so many people perish during the conflict? And how did the World War change the political and social order of the world?

Note

Does not count for Foundational Studies, or for credit within the History major/minor or SSE major.

HIST 213 – Topics in History

3 credits

Topics vary by instructor

Instructors: Dr. Daniel Clark
Dr. Ruth Fairbanks
Ms. Jessica Fields
Dr. Timothy Hawkins
Dr. Isaac Land
Dr. Donald Maxwell
Ms. Michelle Morahn
Dr. David Nichols
Mr. Eric Petenbrink
Dr. Lisa Phillips
Mr. Jordan Taylor

Description

Topics in History helps students explore the discipline of history through focused study of particular topics. Each section provides students with an introduction to reading, writing, and research in history, as well as to the ways in which study of the past helps in better understanding society today. Students learn to analyze and evaluate evidence, make and assess persuasive arguments, and understand multiple causation and the importance of context, continuity, and change over time. History majors may count this course for credit in the major.

Prerequisites

Completion of ENG 105, ENG 107, or ENG 108

Foundational Studies Credit

Historical Perspectives

Topics

HIST 213: Genocide

Dr. Isaac Land

This course takes a historical and comparative approach to genocide, including the Holocaust but extending well beyond it. This subject matter will test your intellectual and emotional limits, again and again. Why do people behave in these ways, and what does that say about us as human beings? Is there any way for a traumatized society to move beyond the pain and make a serious attempt at peace, justice, and—if not forgiveness—then at least coexistence? How can we respond to people who seek to add insult to injury, and pretend that a genocide simply did not happen? As an international community, why do we repeatedly say “never again,” and then continue to allow genocides to happen in the world? Is there a way to spot the warning signs of a genocide before it happens and intervene before much harm has been done? There will be no easy answers to any of these questions, and yet “we will never know” seems like an unacceptable response. This is a course about human nature at its worst, but surprisingly, along the way, we will see examples of human nature at its best as we examine the struggle to understand, the struggle to cope, and the struggle to respond in intelligent and constructive ways to the most destructive things that one group of people could do to another.



HIST 213: The United States in the Americas

Dr. Donald Maxwell

The United States in the Americas examines the social, economic, cultural, political, and military relationship of the United States to other peoples and countries of the Western Hemisphere, from the 1600s to the present. The course considers attitudes toward Natives Americans—the original inhabitants of the continent—as well as people of French and Spanish origin, and relations with other countries of the hemisphere, with an emphasis on Canada, Mexico, and Cuba. Course requirements include 3 exams, 2 short papers, and regular attendance.



HIST 213: The 1970s

Dr. Donald Maxwell

Online / On-Campus

The 1970s in the United States was a success in many ways. U.S. involvement in the Vietnam War came to an end. Relations with China improved to create one of the United States' most important trading partnerships. The threat of nuclear war with the U.S.S.R. was reduced. The first Earth Day celebrations brought environmentalism more into the public consciousness. Women gained greater political rights, as did tens of millions of minority Americans, including native Americans, Latino/as, gays and lesbians, and persons with disabilities. In other ways the '70s were a political disaster, with the Watergate crisis, the resignation of Richard Nixon, the weak Presidencies of Gerald Ford and Jimmy Carter, energy shortages, and the Iran hostage crisis. By the advent of the eighties, conservatives coalesced to put Ronald Reagan in the White House in an attempt to provide a new form of leadership to the nation. Course requirements include 3 exams, 2 short papers, and regular attendance.



HIST 213: American Indians

Dr. David Nichols

Students in this survey of Native American history will examine how European trade, settlers, illnesses, and ideas affected the lives of American Indians, from 1500 to the present. They will study Indians' efforts to negotiate with European empires and the United States, survive the disruptions of Removal and the reservation era, and preserve their peoples' sovereignty and identity. Finally, they will learn how historians tell the story of nations who, until recently, left no written records of their own. By using Native American language and tradition, archaeological data, and anthropological insights, scholars can supplement the biased records left by Europeans and restore Indians to the center of their own history.



HIST 213: Atlantic Revolutions

Dr. Timothy Hawkins

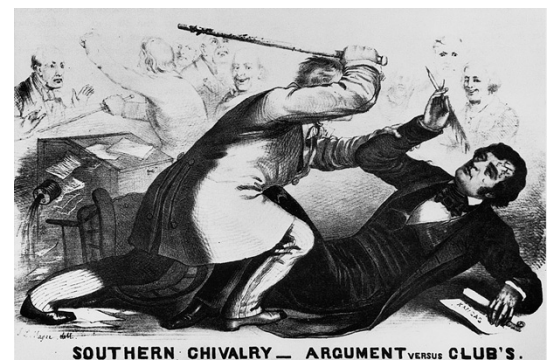
Between 1775 and 1825, revolutionary discontent with the traditional order convulsed the societies of the Atlantic World. Inspired by radical political, economic, social, and cultural ideas promoted by Enlightenment thinkers, English colonists in North America broke from Great Britain in 1775 and established the first independent nation in the Western hemisphere. Shortly thereafter, the revolutionary spark exploded in France, upending its monarchy and plunging Europe into two decades of war. Encouraged by these events, slaves in the French Caribbean colony of St. Domingue then launched their own movement for emancipation that resulted in the creation of an independent Haiti. Finally, these revolutionary ideals took root in the Spanish and Portuguese colonies of the Americas. The civil wars that shook the region during the 1810s culminated in the establishment of independent republics across Latin America by 1825. By focusing on the connections between these movements, **HIST 213: Atlantic Revolutions** will draw a unified picture of the violent and drawn-out process that began the dismantling of traditional western society and set the stage for modern understandings of politics, nationalism, economics, culture, gender, race, and class.



HIST 213: Scandal in the Early American Republic

Mr. Jordan Taylor

Duels. Extramarital affairs. Treason. Grift. Sex cults. The misdeeds and transgressions of the “Founding Fathers” and their successors often defined the politics of the early American republic. This class will recount many of these salacious incidents, from the Washington through the Grant administrations, in order to explore the broader political culture that surrounded them. How did masculinity and the culture of honor incite scandal? What do these scandals reveal about popular perceptions of femininity? What role did the news media play in uncovering, or inventing, scandal? How do episodes of treason expose the limitations of early American national identity? And what do these stories tell us about the celebrated “Founding” figures from the American past?



HIST 213: The Civil War

Mr. Jordan Taylor

About 70,000 books have been written about the U.S. Civil War. That's more than one book per day since the war ended. Why does this war have such a powerful hold on Americans' imaginations? As people today fiercely debate whether Confederate monuments should stay or be removed, it can seem as if the war never ended. This course will probe many of the major questions surrounding the war. Why did it happen? Why did the South lose? How did the war affect the lives of women, people of color, Native Americans, and people who weren't on the battlefields? What led this to become the bloodiest conflict in American history? What were the consequences of emancipation? Did the period of "Reconstruction" following the war fail? But in addition to these major historical questions, we will also consider why Americans are still arguing about the war more than 150 years later.



HIST 213: American Women in the 20th Century

Dr. Ruth L. Fairbanks

If we remember to look for women in the American past, does our understanding of history change? This course will explore the major events of twentieth century US history, like immigration, the World Wars, the Great Depression and the Cold War. We will also examine the central themes of politics, capitalism, race relations and income inequality. However, focusing on women brings new events into sharp focus, like women's suffrage, birth control, the feminine mystique and the defeat of the ERA. Studying women also reminds us to consider seriously other important themes like sexuality, the family and the uses and abuses of gender. This course will begin with a unit from *Reacting to the Past*, a dynamic approach to studying history through intensive and sustained role play. We will be using a game called *Greenwich Village 1913*. For the first 7 weeks, students will take on a role and strategize over how to attain their goals, just as their characters did in real life over a hundred years ago. Students can expect to interact with classmates one-on-one and in small groups. Students will give speeches, write letters, poems or plays and make art as they react to the past in order to understand it better.



HIST 213: The Black Death

Ms. Jessica Fields

The Black Death wrought havoc across Europe and Asia in the 14th Century, and remained endemic in many places for centuries to come. Within three years of its arrival, at least one-third of Europe's population had succumbed to the horrific disease. This led to massive social, religious, and political upheaval that would be felt for the rest of the Middle Ages and well beyond. This class will study those impacts through a historical consideration of primary source materials, and will also highlight anthropological and epidemiological perspectives through the latest scientific literature.



HIST 213: Conservatism in America

Mr. Eric Petenbrink

Online

The growth of modern conservatism has been the major political transformation of the past thirty years, challenging established traditions of 20th century America, reshaping how citizens view the role of government, and reassessing the social changes of the modern era. This class traces the development of the modern American Right and conservative politics from its time as a marginal group of intellectuals and isolated politicians in the 1930s, to a thriving grassroots social movement in the 1970s, to a powerful force in American electoral politics and public policy in the 1980s, to a full-fledged subculture that touches on political, social, religious, economic, and culture life in our contemporary society. Along the way we'll draw attention to the wide variety of conservative beliefs – war hawks, anticommunists, radical libertarians, the Religious Right, and others – and examine how these forms of conservatism interacted with each other and collectively reshaped American society. And we'll discuss and evaluate the consequences of conservatism's rise, both on recent American history and our present day political climate.



HIST 213: U.S. History to 1865

Mr. Eric Petenbrink

Online

Between the late 1400s and the mid-1800s, the roots of a new nation were formed, developed, and nearly torn apart in a dramatic series of events that shaped the world in which we live today. This course examines early United States history from the original native societies of the Americas to the American Civil War, and through this early history of the nation we'll gain a better understanding of how our society was built, its foundational principles and values, and its enduring tensions and conflicts. By examining the perspectives of European colonists and their descendants, various Native American tribal groups, immigrants from around the world, Mexican-Americans in the southwest, and Africans and African Americans, we'll develop a better sense of the complexity of early American history, which continues to influence our public debates and views of American national identity. This class is America's origin story, a tale of coming together and falling apart, and an examination of the earliest roots of the society we experience today.



HIST 213: U.S. History since 1865

Mr. Eric Petenbrink

Online

As we look around us, we are surrounded by a world with deep historical roots and numerous historical questions. How has the way people live and work in the United States changed over time, leading to our present-day economy? How has racial and ethnic diversity shaped what it means to be an American, and what explains the differences we still experience? How and why did the United States become engaged militarily in so many different parts of the world? Where did our current political disputes and tensions come from, and how have they been addressed in the past? How did our current forms media, sports, music, and television and film develop, and how have they influenced our understanding of the world around us? In what ways has our country and our society changed, and in what ways has it remained consistent across many generations? This class seeks to provide answers to many of these questions by examining the making of modern America. Beginning with the end of the Civil War, this course focuses on the history of the United States to the present day, exploring the transformation of a war-torn society that bears only passing resemblance to what we know as the United States to the world we inhabit in our everyday lives.



HIST 213: Making Modern America

Dr. Daniel Clark

Ms. Michelle Morahn

This class will examine US history from Reconstruction through the 1960's. It will emphasize the theme "how did we get here?" By looking at past as prologue, students will come away with appreciation for past events' impact on shaping our modern world view. Topics such as race relations, culture, and politics will be featured, but special emphasis will be placed on working class history, which is often ignored in High School classes. This is an overview of the period, with the hope students will engage the material further through upper level classes which go into more depth on one topic, or simply through their own investigation. It is painless history, which asks students not to just memorize dates and facts, but to synthesize the material, thus developing their critical thinking skills.



HIST 213: Indiana History

Ms. Michelle Morahn

This course will cover the history of the State of Indiana from pre-settlement to the 1970's. It will feature themes of economic, social, and political history, with special attention to the local history of the Wabash Valley and surrounding areas. It is intended to be a broad overview of the period. Rather than requiring rote memorization of facts and dates, this course will emphasize a variety of readings, discussions, and developmental writing assignments to help students develop a deeper personal connection with the state's history.



HIST 213: Work and Leisure

Dr. Lisa Phillips

Time—how do we spend it and why? Our daily lives are subject to historical constraints that have developed over centuries to bind the minutes we spend engaged in work, play, “free” time, paid time, etc. This course examines how and why time has come to be defined and divided in particular ways. While it focuses mostly on the United States, it brings in non-U.S. based conceptions of time as points of comparison and as they affected Americans’ expectations. For example, it only became acceptable for American “nouveaux riche” to flaunt their wealth after Cesar Ritz and August Escoffier created the modern luxury hotel and restaurant business with the opening of the famous Savoy Hotel in London. In the years of a growing upper and upper-middle class in the U.S., Americans displayed their newfound success with tales of where they went, who they saw, and what they wore. Their “leisure” travel to the Savoy became a marker of their success. Perhaps, if historians are right, our 21st century conception of time, how we divide it, is a product of at least three centuries of colonization. What about the idea of taking a vacation? When did that become possible for Americans, and from what was a “vacation” necessary? When did people become “tourists,” and how did a multi-billion dollar industry grow around them? Why do we play sports; how were the games people played reflective of a particular historical context; were sports always “leisure” activities or did they serve other purposes? Work—what is it and why do we define it as such? When did we start to define days “off” from work and why? Why do people “hate” work time and relish time “off”? Was that always the case?



HIST 313 – Topics in History

3 credits

Topics vary by instructor

Instructors: Dr. Anne L. Foster
Dr. Ann Chirhart

Description

Topics in History allows students to explore the discipline of history through focused study of a particular topic. Students learn to analyze and evaluate evidence, make and assess persuasive arguments, and understand multiple causation and the importance of context, continuity, and change over time. History majors may not count this course for credit in the major.

Foundational Studies Credit

Historical Perspectives

Topics

HIST 313: Food in World History

Dr. Anne L. Foster

Online

This course explores how food and the history of the modern world are intertwined. Some of the important questions we explore: How did the spread of people around the globe, prompted by European exploration and colonization after 1500, change the foods which people ate? How did that new food lead to differences in cuisine, economics and politics? How did industrialization, including of agriculture, change what people ate? Is access to food a human right or a matter of social justice? How is food related to people's identity? What happens to food identities when people live under a foreign government or migrate to a new country?

HIST 313: Conflict in U.S. History

Dr. Ann Chirhart

Online

From the late nineteenth century to the 1960s, the United States became a modern nation. During this period, it expanded rights and citizenship to all Americans, confronted the legacy of slavery, coped with massive industrialization and urbanization, encountered new immigrant populations, became a global power, created a new consumer culture, and faced a devastating economic crisis. All of these changes brought conflicts among Americans about what a democracy was, what it meant to be an American, and how the United States should use its new industrial power. Many Americans reconsidered their beliefs and ideals about this republic as others fought to preserve older traditions and beliefs. By the end of this course, you will be able to look at today's issues with a deeper sense of understanding of how we became the nation we are today.

HIST 302 – United States History

3 credits

Instructor: Dr. Richard Schneirov

Description

An intensive survey of United States History for History and Social Studies Education majors; traces major developments and issues through a unifying theme and prepares students for advanced U.S. history courses.

Restrictions

History majors/minors and Social Studies Education majors

HIST 336 – The 1960s: Counterculture and Protest

3 credits

Area A

Instructor: Dr. Richard Schneirov

Description

Investigation of the counterculture and social and political protest movements in the United States from 1955-1975.

Foundational Studies Credit

Upper Division Integrative Elective

HIST 345 – Introduction to Latin American and Latino Studies

3 credits

Area C

Instructor: Dr. Timothy Hawkins

Description

This course is an interdisciplinary introduction to Latin America and its diaspora which is designed to provide students with an understanding of the primary forces that have shaped the history of this complex region: the colonial experience and nation-building; economic development and dependence; social inequality and political revolution; cultural and ethnic diversity; immigration and the Latino experience; and the role the United States plays in the region.

Foundational Studies Credit

Upper Division Integrative Elective

HIST 409 – The Birth of Europe

3 credits

Area B

Instructor: Dr. Steven Stofferahn

Description

This course chronicles Europe's emergence as a coherent entity in the Early Middle Ages, focusing on Rome's disintegration; the rise of new institutions and the Carolingian Empire; the challenges posed by Vikings, Byzantines, and Muslims; and the fusion of Germanic, classical, and Christian cultures into a uniquely medieval civilization.

Cross-list

HIST 509

HIST 413 – Revolutionary America

3 credits

Area A

Instructor: Dr. David Nichols

Description

Introduces the major themes and trends in the history of Revolutionary America from about 1750 to 1815. Surveys a variety of interpretations of the Revolution and the early national period. Topics include the Seven Years' War, the Revolution, and the formation of the new nation and its political, economic, social, cultural, and institutional development through the War of 1812.

Cross-list

HIST 513

HIST 433 – History of Labor in the United States

3 credits

Area A

Instructor: Dr. Richard Schneirov

Description

The history of working people in the United States from Colonial times to the present, with emphasis on the history of trade unions, of labor as a social force, of labor-management relations, and of public attitudes and policy on industrial employment.

Cross-list

HIST 533

HIST 439C – Women in History: Wider World

3 credits

Area C

Instructor: Dr. Andrea Arrington

Description

An in-depth examination of women's history in the Wider World, with particular attention to their status and roles in different historical periods and cultures, and to cultural constructions of gender.

Cross-list

HIST 539C

HIST 466 – Modern Britain

3 credits

Area B

Instructor: Dr. Isaac Land

Description

This course examines the major themes of modern British history: American and French Revolutions, political reform, industrial society, imperial ideology, "The Woman Question," the impact of two world wars, and the decline of Britain's international pre-eminence. Throughout the course attention is paid to ideas of "Englishness" and their impact on the formation of the modern English national identity, with emphasis on the multi-cultural make-up of British society in the modern period.

Cross-list

HIST 566

HIST 484 – History of the Modern Middle East

3 credits

Area C

Instructor: Dr. Frederick Hunter

Description

This course will introduce students to the major themes of the last two centuries of Middle Eastern history and provide a background to current conflicts in this vital world region. Beginning with a study of Islam and the Ottoman Turks, this course examines the forces which disrupted the customary pattern of Middle Eastern political, economic, and social life in the nineteenth and twentieth centuries, and looks at the way in which ruling and other groups attempted to resist or accommodate those forces. Attention is also given to the new circumstances that arose following the breakup of the Ottoman empire after World War I, which include the emergence of the Arab-Israeli conflict.

Cross-list

HIST 584

Graduate Courses

*All classes are online, but cross-listed 500-level courses listed above are on-campus.
Synchronous meeting times are listed below.*

HIST 594 – Citizenship and Identity in the U.S

3 credits

Instructor: Dr. Ann Chirhart

Topic: U.S. Citizenship and Identity

Description

Although Americans often see themselves as creators of a great democracy, for many Americans voting rights and citizenship remained unattainable for almost two centuries. Asian Americans, Native Americans, and African Americans fought and died for the right to be Americans with all the social, economic, and political meanings this entailed. In this course, we will read about various groups' struggles to be viewed as true American citizens with voting rights. Topics include the African American freedom struggle, women's suffrage campaigns, Asian Americans' work for legal status, and Native Americans advocacy for their indigenous heritage. By exploring these groups, we will learn about what most Americans always thought American citizenship meant and how other groups consistently challenged that dominant construction.

Meets: Wednesday evenings

HIST 598 – Genocide and Post-Genocide Societies

3 credits

Instructor: Dr. Isaac Land

Topic: History of Genocide

Description

This course takes a historical and comparative approach to genocide, including the Holocaust but extending well beyond it. We will consider the origin and development of genocide as a legal term; the motivations, goals, and psychology of genocide perpetrators; the problems of peace, justice, and coexistence in post-genocide societies such as Cambodia, Bosnia, and Rwanda; the difficult territory of forgiveness on the one hand, and national apologies on the other; the impossible but necessary task of memorializing and commemorating the dead and curating historic sites associated with mass murder; the ongoing challenge of "never again" and the reasons why the international community has had difficulty living up to that pledge.

Meets: Tuesday evenings

HIST 621 – Research Seminar

3 credits

Instructor: Dr. Lisa Phillips

Description

This course is designed to teach students how to conduct historical research at the graduate level. Students will identify a research topic, create a bibliography of both secondary and primary sources related to the topic, develop a research plan, and produce at least two full drafts of a seminar paper of at least 25 pages in length based upon original primary and secondary source research. The emphasis will be on finding, reading, and analyzing historical documents and situating the analysis within the historical debates surrounding that topic. Upon successful completion of the course, students will have gained first-hand experience with the process by which historians do research and generate interpretations of the past.

Meets: Monday evenings

HIST 650 – Historical Method and Theory

3 credits

Instructor: Dr. Anne Foster

Description

This course introduces you to the ways historians conceive of their craft and the theories underpinning their inquiry and writing. These perceptions and approaches change over time, and we will explore the key developments of the last century. We will read some historiography and theory, but focus primarily on some of the best historical writing to explore the trajectory of historical approaches. Early approaches focused on traditional political and economic history, then historians turned to social and cultural history, subsequently paying attention to different scales of historical inquiry in both time and space, and most recently embracing post-modernism and the cultural turn. We will focus our reading around the history of empire, primarily the European empires of the 19th and early 20th centuries.

Meets: Thursday evenings, beginning at 7:30pm EDT