

# Fall 2017

## History Undergraduate Course Descriptions

HIAF: Africa; HIAS: Asia; HIEU: Europe; HILA: Latin America/Caribbean; HIME: Middle East; HIUS; United States

<b>200s</b>			
<b>Course Name</b>	<b>Course</b>	<b>Professor</b>	<b>Day &amp; Time</b>
Development/Western Civilization to 1715	HIEU 241	Matthew Gillis	MW 10:10-11:00
Development/Western Civilization to 1715	HIEU 241	Patricia Rutenberg	MWF 9:05, 2:30
Development/Western Civilization 1715-Present	HIEU 242	Monica Black	MW 9:05-9:55
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	MWF 10:10, 11:15, 1:25
Development/Western Civilization 1715-Present	HIEU 242	Robert Rennie	MWF 11:15, 2:30, 3:35
Honors: Development/Western Civilization to 1715	HIEU 247	Patricia Rutenberg	MWF 10:10-11:00
Introduction/Latin American & Caribbean Studies	HILA 255	Melanie Huska	MWF 11:15-12:05
History/World Civilization to 1500	HIST 261	Alison Vacca	TR 11:10-12:25
History/World Civilization to 1500	HIST 261	Stefan Hodges-Kluck	MWF 1:25, 2:30, 3:35
History/World Civilization 1500-Present	HIST 262	Spencer Leonard	TR 9:40, 11:10, 12:40
History/World Civilization 1500-Present	HIST 262	James Hudson	MWF 9:05, 10:10, 1:25
History/World Civilization 1500-Present	HIST 262	Melanie Huska	MWF 2:30, 3:35
Medieval Horror	HIST 299	Matthew Gillis	MWF 2:30-3:20
African-American Business History	HIST 299	Brandon Winford	MWF 11:15-12:05
History of the United States to 1877	HIUS 221	Christopher Magra	TR 11:10-12:25
<b>300s</b>			
History of Africa to 1400	HIAF 371	Nicole Eggers	MWF 9:05-9:55
History of Greece I	HIEU 302	John Friend	MWF 1:25-2:15
History of the Early Roman Empire	HIEU 304	Jacob Latham	MWF 10:10-11:00
High Middle Ages	HIEU 312	Sara Ritchey	TR 12:40-1:55
New Testament & Early Christian Origins	HIEU 321	Tina Shepardson	MWF 2:30-3:20
Film and Colonial Latin America	HILA 383	Chad Black	T 5:05-7:45
History of the Middle East & Islamic World, 600-1050	HIME 366	Alison Vacca	TR 12:40-1:55
Archaeology of the Biblical World	HIME 382	J.P. Dessel	TR 9:40-10:55
Ancient Jewish History	HIME 383	J.P. Dessel	TR 8:10-9:25
Dolly Parton's America: From Sevierville...	HIST 307	Lynn Sacco	TR 9:40-10:55
The History of Ireland and the Irish in the World	HIST 373	Robert Norrell	TR 2:10-3:25
Native American History	HIUS 329	Julie Reed	TR 9:40-10:55
Colonial America to 1763	HIUS 350	Christopher Magra	TR 2:10-3:25
United States History 1933 to the Present	HIUS 355	Brandon Winford	MWF 2:30-3:20
American Religious History	HIUS 359	Emily Johnson	MWF 12:20-1:10
African-American Experience to the Civil War	HIUS 379	Shannen Williams	TR 11:10-12:25
Comparative Constitutional History	HIUS 383	William Mercer	TR 2:10-3:25
<b>400s</b>			
Women, Gender and Sexuality in African History	HIAF 484	Nicole Eggers	MWF 11:15-12:05
History of Tokyo	HIAS 484	Laura Nenzi	TR 11:10-12:25
The City of Rome	HIEU 482	Jacob Latham	MWF 11:15-12:05
Gender and Medicine in Medieval Europe	HIEU 483	Sara Ritchey	TR 2:10-3:25
Honors: Senior Thesis	HIST 408	Kristen Block	TR 12:40-1:55
The Social History of the Bicycle	HIST 499	Chad Black	W 4:40-7:35
American Revolutions in Atlantic Context	HIST 499	Kristen Block	TR 2:10-3:25
The American West	HIUS 441	Julie Reed	TR 2:10-3:25
African-American Women's Political Activism	HIUS 484	Shannen Williams	TR 3:40-4:55

*Most History courses are writing-emphasis; see the UTK Undergraduate Catalog for more information. Descriptions are listed in the same order as above. Some courses may not have descriptions at this time.*

**HIEU 242: Development of Western Civilization, 1500 to the Present****Dr. M. Black**

This course focuses on the history of the West since the eighteenth century, but embeds that history in a larger, global framework. Though the course deals with an era that may seem distant from ours, the history we will discuss in class presents a number of important questions that continue to challenge societies all over the globe (including our own) today. What is good government? What is the proper role of the state in our lives? What is the role of religion in society? What is the nature of ethnic or racial conflict? What are the effects of war on society? Can societies heal after conflict? Does science represent an undiluted good for humanity? What is the best way to live?

**HIEU 242: Development of Western Civilization, 1500 to the Present****Dr. Maccari-Clayton**

This course examines the history of Europe since the mid 18<sup>th</sup> century by focusing on three specific thematic areas: the origins and development of modern notion of human right since the French Revolution, industrialization and social change in the 19<sup>th</sup> century, and the rise and fall of democracies in the 20<sup>th</sup> century. We will approach these themes through the lens of the Reacting to the Past (RTTP) pedagogy, which introduces students to major ideas and texts by using a “role playing” format to replicate the historical context in which those ideas acquired significance.

**HIST 299: Medieval Horror****Dr. Gillis**

This course is an introduction to thinking historically with a thematic focus on literary horror in early medieval Europe. We will explore how horror as a historical approach can help us develop a nuanced and sophisticated understanding of the early medieval European past, while cultivating our knowledge of *historical thinking*, or the discrete set of skills, practices, perspectives and understandings that make up the historian’s art. In this sense, the course also serves as an introduction to the historical discipline. It is intended to help history majors begin using a *disciplined historical imagination to create experiences, understandings, insights, and stories of the past* from surviving source materials—in other words, the course is designed to help students become part of the collective project of illuminating the past for us now in the present. To this end, we will read selective primary and secondary sources, and work on various assignments (some in class) to develop our skills as critical and creative readers, writers, thinkers, and historians. *Restricted to History majors.*

**HIST 299: African-American Business History****Dr. Winford**

Is there even a history of African American business in the United States? Yes! It happened against the backdrop of Jim Crow segregation and tighter restrictions being placed on the citizenship rights of black people at the turn of the twentieth century. Although the success and survival of these institutions were often threatened by social, political, and economic barriers, which confronted freedpeople upon their emancipation, the historian Juliet E. K. Walker opposes the idea that black business in America failed because of the prevailing myth that black people had no worthwhile tradition of business involvement. Despite the realities of economic discrimination, blacks contributed significantly to the entrepreneurial spirit that has characterized America, while at the same time improving the overall conditions of African Americans. In this seminar course, students will be exposed to various historical methods to help better prepare them to engage successfully in research, writing, and analysis as they move forward in the discipline. HIST 299 also seeks to provide an overall introduction to the field of history by challenging students to “think historically” through tackling concepts such as context, agency, argument, primary source, secondary source, change over time, and historiography. *Restricted to History majors.*

**HIUS 221: United States History to 1877****Dr. Magra**

The United States of America has not always been united. This nation did not come into the world with one government. In fact, there was no U.S.A. in 1607, when Jamestown became the first English settlement in North America. And by the end of the Civil War in 1865 the nation remained largely divided. Much changed in the intervening 258 years, but much remained the same. This course is designed to familiarize students with events in the first half of U.S. history that fostered unity and disunity.

**HIAF 371: History of Africa to 1400****Dr. Eggers**

This course will provide an introduction to the social and cultural history of Africa from the earliest times to the eve of European colonization. The course will use a variety of case studies and perspectives to highlight larger historical processes that were – and still are - at work across the continent. Though we will visit nearly every major historical region with these case studies, certain regions - namely, Kenya and the Swahili Coast, Rwanda and the Great Lakes region, the Congo and the Equatorial region, Mali and West Africa, and South Africa - will receive particular attention in an effort to balance breadth of historical knowledge with depth. At the center of our investigations will be the question of how one can think and write about early African history. How do historians use sources like archeology, linguistics, oral traditions, art, documentary evidence to highlight the experiences of African people living in the distant past? *Same as AFST 371.*

**HIEU 304: History of the Early Roman Empire****Dr. Latham**

This writing-emphasis course will survey the history of the Roman empire from the death of Julius Caesar (44 BCE) to the reign of emperor Constantine (305-337 CE), the first Christian emperor, with an emphasis on: (1) the formation and ideology of empire, (2) urban life in the city of Rome, (3) relations between imperial center and provincial peripheries (Greece and Judaea), and (4) religions of the Roman world (Ancient Mediterranean Traditional Religions, Judaism, and Christianity). This course aims to develop critical reading and analytic skills through a constant engagement with primary sources (texts, artifacts, images, buildings, etc. produced during the time period under study) accompanied by important secondary literature (modern historical studies) and effective written communication via a number of writing exercises (essays and essay exams) and in class discussions. *Same as CLAS 304.*

**HILA 383: Colonial Latin American History and Film****Dr. C. Black**

The first demonstration of "moving pictures" south of the Rio Bravo was almost certainly the Lumière brothers' demonstration for Mexican President Porfirio Diaz in Chapultepec Castle in 1896. As moving picture technology spread through out the world, including Latin America, it radically altered how individuals and groups in the region perceived of themselves, and were represented by others. Film (and later television) has been a source of enjoyment, a powerful propaganda tool, a medium of artistic expression, and driving force of national identity. In this class we will focus on the history of Colonial Latin America as conquest, conversion, control, and colonialism both defined the region's struggles and later became important subjects for domestic film production and foreign consumption. Films will be a foil to explore modern conceptions of the meaning of the colonial period, and how the colonial period has been deployed to engage modern problems. By the end of the course, students should have the analytic and intellectual tools necessary to question and elaborate on pictorial depictions of Latin America. *Same as LAC 383.*

**HIME 366: History of the Middle East and Islamic World, 600-1050****Dr. Vacca**

This course introduces the history of the Middle East from c. 600 to c. 1050, focusing on the religious and ethnic diversity of the Islamic world from Central Asia to North Africa. It covers the rise and growth of the Islamic polity and interactions between Muslims, Christians, and Jews under the Islamic Caliphate. The emphasis is on political and social developments in Middle Eastern and early Islamic history. Students will read English translations of excerpts from Arabic and Persian texts in conjunction with modern studies, and will also examine other material evidence, such as coins, architecture, and manuscript illustrations. *Same as MEST 366.*

**HIME 382: Archaeology of the Biblical World****Dr. Dessel**

This course will focus on the Late Bronze Age (16th century B.C.E.) through the end of the Iron Age (sixth century B.C.E.) in Israel and the Biblical World. Students will be introduced to the archaeology of Israel, Jordan, Lebanon, the Palestinian Authority, Syria, and Cyprus. The empires of Egypt, Assyria and the Hittites will also be covered. We will cover themes including the regeneration of states and cities, empire-building, ethno genesis, and socio-political collapse. The emergence of new ethnic groups such as the Israelites, Phoenicians, Philistines, and Aramaeans, will be examined as they prosper and collapse throughout the Iron Age. *Same as JST 382.*

### **HIME 383: Ancient Jewish History**

**Dr. Dessel**

This course serves as an introduction to the history, religion and culture of the Jewish people from the biblical period through the 6<sup>th</sup> century C.E. This course will acquaint students with a variety of primary sources central to the study of ancient Judaism, including biblical texts, historical sources, early Jewish writings, and archaeological data. A major emphasis will be the study of Jewish interactions within majority cultures that not only shaped the socio-cultural dimensions of the Jewish people but also their communal organization. Topics that will be examined in detail include; the origins and development of Israelites and ancient Israel, the cultural confrontation with Greco-Roman Hellenism and early Christianity, and the evolution of Rabbinic institutions and literature. *Same as JST 383.*

### **HIST 307: Dolly Parton's America: From Sevierville to the World (Honors)**

This is an honors seminar in which we will shift the focus from learning how to read history to learning how to write history. We are going to identify and practice the skills and standards in which professional historians are trained. In line with that shift, will not look at history from the vantage point of elites (Thomas Jefferson), Important World Events (WW II), Counternarratives (Social History of Women) or Nobel Prize Winners (Dr. Martin Luther King, Jr.). *Developed for students working toward the history major honors track.*

We are going to look instead at what the 20<sup>th</sup> century looked like to Dolly Parton, a poor, white girl born in mid-century Appalachia, how her ideas and personality were shaped by the times and place in which she lived, and how, in turn, she used her "hillbilly" roots to become *Dolly*, an international success as a composer, performer (singer, musician, actor, tv show host), philanthropist, and entrepreneur. This change of perspective gives us an opportunity to take a fresh look at histories we already know and to discover stories we had overlooked because they were right there in front of us all the time. To do so we will investigate types of sources previously ignored by historians: popular culture.

### **HIST 373: The History of Ireland and the Irish in the World**

**Dr. Norrell**

This course will examine Irish history from the first settlements in prehistoric Ireland to the present. It will focus on the key elements of Irish history, including the Celtic period, St. Patrick and the beginnings of Christian Ireland, the Viking raids, the Anglo-Norman invasion, the Elizabethan conquest, the Cromwellian Settlement, the Protestant Ascendancy, the rise of nationalism, Catholic emancipation, the Great Famine, the Easter Rising, Irish literary traditions, and the problems of partition. It will also examine the experience of Irish immigrants outside Ireland, particularly in the US.

### **HIUS 329: Native American History**

**Dr. Reed**

This course uses culture to analyze the histories of Native American nations and people within the borders of what is now the continental United States east of the Mississippi River. Students will gain a deeper understanding of the histories of Native peoples before the arrival of Columbus and DeSoto, why and how Native nations responded and adapted to presence of European settlers, and how colonial and United States Indian policy developed through the mid-twentieth century. Additionally, this course will examine the role Native peoples played in events we often fail to see as Native American history.

### **HIUS 350: Colonial America to 1763**

**Dr. Magra**

People living in colonial America drank Caribbean rum. They smoked Chesapeake tobacco. They wore clothing manufactured in England. They purchased African slaves. You will learn about all this and more in this interactive class. Together, we will explore the ways in which the movement of peoples, goods, and ideas connected colonists in North America to a wider world. We will study the ways in which these transoceanic connections impacted the trajectory of historical events in colonial America.

### **HIUS 355: United States History, 1933 to the Present**

**Dr. Winford**

Beginning with Roosevelt and the rise of New Deal Liberalism in the 1930s, this course examines the American experience leading to the current presidency. We will trace the major social, political, and economic developments that helped shape the country's foreign and domestic policies. The history of this period will also be analyzed through themes such as race, class, and gender. Along the way, the course seeks to provide a balanced treatment of American society. Thus, a major emphasis will be placed on previously marginalized groups such as women, immigrants, workers, and minorities in their quest for power and citizenship. Topics will include, but are not limited to, social and welfare reform, cold war ideology, labor movements, civil rights,

suburbanization, women's liberation, modern conservatism, mass consumerism, and pop-culture. The course offers an engaging interpretation with an opportunity to better understand the decades that contributed most to our current world.

### **HIUS 379: African-American Experience, Colonial Times to the Civil War**

**Dr. Williams**

This course surveys the social, cultural, political, and economic history of African Americans through the U.S. Civil War. It begins from the intellectual standpoints that 1) African-American history is American history and 2) no examination of the United States can be understood as complete or legitimate without a full incorporation of the lives, labors, and experiences of people of black African descent. Topics will include but are not limited to: African lives and societies before 1500; the Columbian encounter and the rise of the transatlantic slave trade; the development of slave societies and societies with slaves in the Americas; the American Revolution as the first mass slave rebellion in U.S. history; black intellectual thought and the rise of scientific racism during the antebellum era; abolitionism and slave resistance; free black communities as maroon societies; and slave revolution during the Civil War. *Same as AFST 376.*

### **HIUS 383: Comparative Constitutional History**

**Dr. Mercer**

Comparative Constitutional History (HIUS 383): Walk into any bookstore and you will usually find an array of titles describing the founding of the U.S. and the drafting of the Constitution. While this story is frequently told, we don't often appreciate that societies across the globe have experienced similar constitutional moments. All of these founding events reflect the conflicts, aspirations, and realities that existed at the time. In this course, we will drop in on many of these various moments as we follow constitutional development from a global perspective. This course will focus on questions such as the differences between having a constitution and actually possessing constitutionalism, the sovereignty spectrum from judicial review to popular constitutionalism, and the often very thorny, yet fundamental, question of citizenship. We will also study the major comparative methodological techniques to try to better understand the historical contingencies that underlie the creation of a particular constitutional order.

In addition to studying many constitutions and constitutional documents, we will also read three historical monographs and several articles. This is a writing intensive course and your grade is determined by several papers as well as by your attendance and participation.

## 400s

### **HIAF 484: Women, Gender, and Sexuality in African History**

**Dr. Eggers**

The purpose of this course is to study the centrality of women, gender, and sexuality in African history. In the course, we will explore several key questions: How can we understand histories of women, gender, and sexuality before the colonial era? How were women, gender, and sexuality central to the making and unmaking of colonialism? And, how have women, gender, and sexuality been central to the social and political terrain of post-colonial Africa? We will examine these questions through a variety of case studies from across the continent. The course will be interdisciplinary in approach, utilizing a variety of sources - monographs, autobiographies, primary sources, novels, music and art, film, etc. - to explore these themes. *Same as AFST 483.*

### **HIAS 494: History of Tokyo, 1590 to the Present**

**Dr. Nenzi**

This class follows the historical events that accompanied the transformation of the village of Edo into the megalopolis of Tokyo from the late sixteenth century until the present day. We will examine the many ways in which specific spaces of the city were appropriated, transformed, and assigned meaning. We will use urban policies and architectural choices as gateways into larger social, political, economic, and cultural trends. Key themes include, but are not limited to, the cityscape as mirror of the transition from the early modern to the modern eras, construction of spaces, gendered spaces, escapism and fantasylands, disaster and reconstruction, and architecture as a source of authority. This class fulfills the History Major "Asia" requirement. *Previous knowledge of Japanese history and/or Japanese language skills are welcome but not required.*

**HIEU 482: The City of Rome**  
**Dr. Latham**

“So long as the Colosseum stands, Rome shall stand; when the Colosseum falls, Rome too shall fall; and when Rome falls, so falls the world” - Pseudo-Bede, 8th-century CE or so [PL 94.543])

Rome, the city and the idea, is eternal ... sort of. As an early medieval aphorism insists, the grand monuments of Rome, especially high imperial ones like the Colosseum, evoke *Roma Aeterna*, Eternal Rome, by their sheer magnificence. Of course, by the time this aphorism was written the roars of the Colosseum-crowds had long since quieted. Indeed, the Colosseum was transformed into housing, workshops, stables, and then a 12<sup>th</sup>-century fortress for the powerful Frangipane family, until its abandonment after an earthquake in 1349. After that, it continued to serve as a quarry for building materials, until its consecration in 1749 as a church which preserved what remains, which are now an iconic tourist destination – and for good reason! Prior to the massive Flavian amphitheater, the official name of the Colosseum, the site had been a dramatic ornamental lake set in the infamous Golden House (*Domus Aurea*) of Nero, a pleasure villa that occupied much of downtown Rome. And before that, it was seemingly open space.

In this course, we will examine the city of Rome over the *longue durée*: from its origins in the 10<sup>th</sup>-8<sup>th</sup> centuries BCE as a humble set of distinct pastoral villages; to its imperial monumental apogee (1<sup>st</sup> century BCE to 4<sup>th</sup> century CE), when the Colosseum and moreover Circus Maximus (seating up to 250,000) were built; to its early medieval urban decline, when at the same time it began to flourish as a papal city (5<sup>th</sup> through 8<sup>th</sup> centuries CE). Along the way, we will survey Rome’s urban development, its architecture, monuments, and public spaces, as well as its civic traditions and political culture and its religious and cultural transformations.

**HIEU 483: Gender and Medicine in Medieval Europe**  
**Dr. Ritchey**

This course examines the ways that premodern European peoples conceptualized and treated ill and healthy human bodies. It unfolds from the premise that all approaches to the human body – whether scientific, religious, social, or political – are gendered, and it seeks to ascertain how understandings of gendered and sexed bodies shape the construction of medical knowledge and healthcare delivery. Throughout the course, when thinking about the construction of medical knowledge, we ask: How has gender acted as an organizing principle of medicine and healthcare? What is “women’s health” and how have resources been allocated to support it and other bodily health issues deemed “feminine”? Which healthcare practices are feminized and how did they get that way? We begin the course with an inquiry into the critical construction of the category of “medicine” and the analytical category of “gender,” and we end the course with discussions of contemporary healthcare concerns related to gendered bodies and gendered medicine. Along the way, we use medieval discourses on health, medicine, illness, the body, sex, and sanctity as a way to explore the premodern construction of these categories. By examining gendered approaches to the body and medicine from the distant past, we gain insight into and are better able to historicize contemporary discussions hinging on gender and medicine.

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*499s are required for all History majors except History honors students. Note the subtitles and descriptions that follow; each section has different subject matter according to the professor’s area of specialty. If you encounter a registration flag when registering for a 499 section with open seats, contact Mary Beckley with your student ID number and the CRN of the specific section. 499s are History major-restricted courses.*

**HIST 499: The Social History of the Bicycle**  
**Dr. C. Black**

Over the last twenty years, the bicycle as a form of transit and leisure has seen a huge resurgence. Global cities from Copenhagen, to Paris, New York to Washington, Mexico City to Buenos Aires have increasingly encouraged cycling as an aid in reducing the social, health, and environmental problems caused by automobile pollution, congestion, and infrastructure. Interestingly, utopianist advocates of the bicycle as a revolutionary means of promoting individual and environmentally-friendly mobility are looking to the one of the most persistent of nineteenth-century technologies. In the 1880s and 1890s, bicycles did revolutionize the social, gender, and physical infrastructure of the cities where it was adopted. The cyclical return of the bicycle has a history. This course will follow the social history of the bicycle by investigating its technological, gendered, and

cultural impact in cities around the world. Students will write research papers on some aspect of the bicycle's social impact, in the United States or abroad.

### **HIST 499: American Revolutions in Atlantic Context**

**Dr. Block**

North Americans usually think about the late eighteenth and early nineteenth centuries in terms of the Thirteen Colonies' revolutionary war for independence from Great Britain and formation of a democratic republic. However, an Atlantic framework (including the French and Haitian Revolutions or early nineteenth-century wars of independence in Latin America) allows us to compare the roots of hostility to oppressive "Old Regimes" and the spread of new scientific, philosophical, economic, and social revolutions that accompanied military re-alignments and political change. We will learn how to think outside traditional "nationalist" boxes, and consider how race and economics affected ordinary people's reactions to this transformative age. Knowledge of Atlantic history is not assumed at the outset of the class, but by the end of the course all students should have some understanding of the broad "Age of Revolutions."

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### **HIUS 441: The American West**

**Dr. Reed**

What and where is the American West? These two questions will guide this course. In the class, we will consider whether the American West is a real place with geographical boundaries or is it a place that exists more in our imaginations than in reality? Instead of treating American History as a movement from east to west, this course will center the west as a starting place. We will examine the diverse peoples and events that shaped the American West over time.

### **HIUS 484: African-American Women's Political Activism**

**Dr. Williams**

This seminar examines the social, cultural, political, and economic activism of black women in the United States from the colonial period to the present day. Through a careful examination of primary and secondary sources, students will explore the great diversity of black women's political cultures and the myriad strategies that black women have used to challenge American democracy to live up to its professed ideals over time. Students will also assess the limitations and legitimacy of the three-wave feminism paradigm in examining women's activism and leadership in the United States. Topics will include but are not limited to: female abolitionism and slave resistance; race, gender, and Jim Crow; the age of Ida B. Wells and Madame C. J. Walker; religion, education, and resistance; lynching, rape, and civil rights activism; black feminist activism of the 1960s and 1970s; black conservatism; and LGBTQ women and the rise of Black Lives Matter. *Same as AFST 484 and WGS 484.*