

# Spring 2018

## History Undergraduate Course Descriptions

200s			
Course Name	Course	Professor	Day & Time
Development/Western Civilization to 1715	HIEU 241	Sara Ritchey	TR 9:40-10:55
Development/Western Civilization 1715-Present	HIEU 242	Patricia Rutenberg	MWF 9:05-9:55
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	TR 8:10, 9:40, 11:10
Development/Western Civilization 1715-Present	HIEU 242	Robert Rennie	MWF 10:10, 11:15, 1:25
Honors: Development/Western Civilization 1715-Present	HIEU 248	Patricia Rutenberg	MWF 10:10-11:00
Introduction/Latin American & Caribbean Studies	HILA 256	Melanie Huska	MWF 11:15-12:05
History/World Civilization to 1500	HIST 261	J.P. Dessel	TR 2:10-3:25
History/World Civilization to 1500	HIST 261	Stefan Hodges-Kluck	MWF 10:10, 1:25, 2:30
History/World Civilization 1500-Present	HIST 262	Laura Nenzi	TR 11:10-12:25
History/World Civilization 1500-Present	HIST 262	James Hudson	MWF 9:05, 11:15, 1:25
History/World Civilization 1500-Present	HIST 262	Melanie Huska	MWF 2:30, 3:35
Development/Western Civilization 1715-Present	HIST 262	Spencer Leonard	TR 12:40, 2:10, 3:40
Living the Good Life in the Enlightenment	HIST 299	Denise Phillips	TR 9:40-10:55
Americans and the Environment in the Twentieth Century	HIST 299	Robert Norrell	TR 11:10-12:25
Jerusalem	HIST 299	Alison Vacca	MWF 11:15-12:05
History of the United States: 1877 to the Present	HIUS 222	Shannen Williams	MW 10:10-11:00
300s			
History of Africa 1400 to the Present	HIAF 372	Nicole Eggers	TR 3:40-4:55
History of Modern Japan	HIAS 393	Laura Nenzi	TR 2:10-3:25
History of the Later Roman Empire	HIEU 305	Jacob Latham	TR 11:10-12:25
Christianity in Late Antiquity	HIEU 322	TBA	TR 2:10-3:25
Europe in the Age of Total War	HIEU 332	Vejas Liulevicius	MWF 2:30-3:20
The Crusades	HIEU 395	Jay Rubenstein	TR 9:40-10:55
The Spanish Inquisition	HILA 383	Chad Black	TR 2:10-3:25
Early Muslim-Christian Relations in the Middle East	HIME 350	Alison Vacca	MWF 2:30-3:20
The History of Immigration in the U.S. and the World	HIST 373	Robert Norrell	TR 12:40-1:55
The Global Dimensions of the American Revolution	HIUS 351	Christopher Magra	MWF 10:10-11:00
The Early American Republic	HIUS 352	William Mercer	TR 12:40-1:55
The 1960s in America	HIUS 356	Brandon Winford	TR 2:10-3:25
American Religious History	HIUS 359	TBA	MWF 10:10-11:00
History of American Education	HIUS 362	Julie Reed	TR 9:40-10:55
History of the Civil Rights Movement	HIUS 374	Brandon Winford	TR 11:10-12:25
African American Experience, Slavery to the Present	HIUS 380	Shannen Williams	MWF 2:30-3:20
History of Citizenship in the United States	HIUS 383	William Mercer	TR 3:40-4:55
400s			
Health and Healing in African History	HIAF 484	Nicole Eggers	TR 12:40-1:55
Modern China on Film	HIAS 495	Shellen Wu	T 3:40-6:20
Dark Age Empire	HIEU 426	Matthew Gillis	TR 12:40-1:55
The Life and Times of Ernesto Guevara	HILA 484	Chad Black	W 4:40-7:35
Honors: Senior Thesis	HIST 407	Kristen Block	TR 12:40-1:55
Roman Spectacle	HIST 499	Jacob Latham	TR 2:10-3:25
The Medieval Game of Thrones	HIST 499	Matthew Gillis	TR 9:40-10:55
East Tennessee and the World	HIST 499	Tore Olsson	MWF 10:10-11:00
Gender and Sexuality in United States History	HIUS 436	Lynn Sacco	TR 9:40-10:55
The City as History: Introduction to Public History	HIUS 484	Patricia Rutenberg	W 2:30-5:30

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

## 200s

### **HIST 299: Living the Good Life in the Enlightenment**

#### **Dr. Phillips**

The authors of our Declaration of Independence wrote in 1776 that “the pursuit of happiness” was an inalienable human right. But what did people in the eighteenth century think those words actually meant? What did they think people needed to do to lead happy, meaningful lives? This class will look at how eighteenth-century men and women answered this question, and in the process explore how cultural, personal and political values change over time. *Restricted to History majors.*

### **HIST 299: Americans and the Environment in the Twentieth Century**

#### **Dr. Norrell**

This course will focus on how Americans have used and abused the environment during the 20<sup>th</sup> century. It will assess the great natural environmental endowments of North America and then focus on the uses put to that environment, for good or ill, up to today. It will analyze the political and social controversies prompted by use and misuse of the environment. It will cover the creation of national monuments to preserve the North American natural environment, as well as the purposeful and inadvertent catastrophes created by economic uses of the natural world. Among the topics covered will be the origins of the National Park movement, the Dust Bowl of the 1930s, the “green revolution” in some parts of North America, the alleged “silent spring” arising from pesticide pollution, and global warming and its results.

Students will read primary and secondary sources on the topic and will execute a variety of tasks designed to prepare each person to excel in this and subsequent history courses. *Restricted to History majors.*

### **HIST 299: Jerusalem**

#### **Dr. Vacca**

This course serves as an introduction to historical methods, intended to welcome History majors into the discipline. Our primary goal is to learn strategies on how to read primary sources (both material and written) and modern scholarship. We will also work on formulating, organizing, and expressing arguments in an academic setting. Our theme this semester is Jerusalem, a city at the center of centuries of Jewish-Christian-Muslim relations and the more recent Israeli-Palestinian conflict. As such, Jerusalem offers a unique opportunity to practice speaking and writing about a religiously, politically, and eschatologically charged topic through the lens of a historian. *Restricted to History majors.*

## 300s

### **HIAF 372: Africa 1400 to the Present**

#### **Dr. Eggers**

This course will provide an introduction to the social and cultural history of Africa south of the Sahara from the eve of European colonization up to the present. Given the sheer physical enormity of the continent and the vast diversity of its people and their historical experiences, we cannot hope to complete a comprehensive study of African history during this period of time. Instead, we will use a variety of case studies and perspectives to highlight larger historical processes that were – and still are – at work across the continent. At the center of our investigations will be the strategies and actions of African individuals and communities, who actively and creatively participated in and shaped their own histories. This focus on African agency allows us to look beyond the structures and machinations of powerful colonial and post-colonial states. While we will certainly acknowledge and explore the very real and often oppressive and violent ways in which those states and the people who represented them have exercised power within African people’s lives, we will do so while bearing in mind that such power was often fragile and incomplete, and never exercised upon unresponsive and indistinguishable African populations. The course will be interdisciplinary in approach, utilizing a variety of sources – monographs, autobiographies, primary sources, novels, music and art, film etc. – to explore this history. Course is reading and writing intensive, with regular exams and short papers.

### **HIAS 393: Modern Japan**

#### **Dr. Nenzi**

This class focuses on the changes that affected Japan in the nineteenth and twentieth centuries and on their repercussions on the lives of individual citizens. By using Japan as a case study we will explore issues that

define the rise of the modern nation in general, including, but not limited to, invented traditions, the meaning of 'progress,' propaganda, and the manipulation of historical memory.

### **HIEU 305: History of the Later Roman Empire**

**Dr. Latham**

This writing-emphasis course will survey the history of the Roman Empire from the third to the seventh century CE—from the emperor Diocletian (284-305) and the formation of the "Dominate," a more authoritarian and centralized form of imperial governance, to the emperor Heraclius (614-641), whose reign witnessed the early, dramatic conquests of the early Islamic Caliphate. This period, also known as Late Antiquity, was an important pivot in the history of Europe, the Near East, and North Africa, indeed the entire Mediterranean world: the Roman Empire gave way to the Byzantine Empire, western successor kingdoms, and the Islamic Caliphate; and Christianity, Rabbinic Judaism, and Islam (each in a multitude of forms) emerged, grew, and/or developed. *Same as CLAS 305.*

### **HIEU 332: Europe in the Age of Total War, 1900-2000**

**Dr. Liulevicius**

This course examines the astonishing trajectory of Europe from 1900 to 2000, as it passed through a succession of conflicts. In 1900, European empires and Great Powers dominated much of the globe, yet two world wars led to the dramatically swift loss of empire, and the Cold War saw European states overshadowed by flanking superpowers, the U.S. and the Soviet Union. What were the deeper forces which drove these developments? This course combines diplomatic, political, military, cultural, and social history (as well as an examination of the leadership roles of figures like Churchill, Lenin, Stalin, Hitler, de Gaulle, and Gorbachev). Our central focus is the phenomenon of "total war": ferocious modern industrial wars mobilizing entire countries, soldiers and civilians alike, for total victory or defeat. This produced wrenching scenes of destruction and disillusionment: the trenches of the Western Front in the First World War, the failed and bitter Versailles peace treaty of 1919, Nazi "lightning war" and genocide, and the threat of mutually assured nuclear devastation in the Cold War. The course will include lecture and discussion. Among the requirements are a mid-term, a final examination, a term paper, shorter writing assignments, and a series of quizzes.

### **HIEU 395: The Crusades**

**Dr. Rubenstein**

This course will examine the phenomenon of the Crusades in the Middle Ages, a topic that encompasses social, cultural, political, intellectual, and military history, among other topics. It also involves a variety of cultures (French, German, Greek, Arab, Turkish, Armenian, Mongolian, etc.). We will therefore attempt in this class to balance chronological narrative with background information and cultural analysis. It will begin with a somewhat detailed examination of the First Crusade. Next, the course next will consider the Kingdom of Jerusalem, with a focus on some of its characteristic institutions (the Templars, the Church of the Holy Sepulcher, the practice of kingship), taking into account as well the events of the Second Crusade and the fall of Jerusalem to Saladin in 1187. Finally, the course will consider the later crusades, with an eye toward the underlying question of how Latin, Byzantine, and Muslim societies have all changed as a result of these conflicts. The course will end in 1291, when the final crusading state of Acre collapsed. Writing for the course will consist of three short papers, a mid-term, and a final examination. *Same as JST 395.*

### **HILA 383: The Spanish Inquisition**

**Dr. Black**

The Spanish Inquisition lives on in the popular imagination more than five hundred years after it was established in 1478. Monty Python taught us no one expected it. Mel Brooks turned it into a song. This dark humor worked to de-fang an institution associated with the worst impulses of religious intolerance and persecution. This course will look at the long history of the Spanish Inquisition on the Iberian peninsula and in the Americas to go beyond secret trails, torture, and autos-da-fe to understand why the Inquisition was established, its institutional role was in Spanish rule, and its legacies for the modern world. *Same as LAC 383.*

### **HIME 350: Early Muslim-Christian Relations in the Middle East**

**Dr. Vacca**

For the first centuries of Islam, Muslims ruled lands where the majority of the population was Christian: Egypt, Syria, Mesopotamia, Anatolia, and the South Caucasus. Some of these regions remain Christian even today, while others have become Muslim-majority countries through conversion and demographic shifts. The study of Middle Eastern and North African history requires a close examination of how religious diversity was negotiated in the pre-modern period. This course identifies case studies to illustrate the process of interaction and interchange between the two religious groups and to complicate generalizations about tolerance and

persecution. This includes units on theological engagement via interfaith polemics, the legal status of Christians in Islamic territories (or vice versa), and intercultural transmission of historical texts across religious and linguistic divides.

### **HIST 373: The History of Immigration in the U.S. and the World**

**Dr. Norrell**

This course will provide a historical treatment of migrations, with a special focus on emigrants to the US in the twentieth century. It will address the larger matter of the long movements of people in human history. It will address the emigration crisis in modern Europe, and then will examine in detail the American experience of emigration in the 19<sup>th</sup> and 20<sup>th</sup> centuries. It will distinguish among groups who are put into forced migrations and those that leave one place voluntarily to seek better economic opportunities.

It will chart the experience of the United States as originally a great emigrant haven and more lately as a hostile environment for peoples entering the country. It will focus on the phases of anti-immigrant hostility in the US and Europe in recent decades. The US's success as a nation of immigrants is rooted in deep-seated values and attitudes: the way America separates church and state, its emphasis on the rights of individuals rather than communities, its historically fluid social structure, its relatively unregulated labor markets, and more. The United States has welcomed immigrants, in part because its universalist values and it has accepted ethnic difference and for the most part differences of religion. On the other hand, it has manifested periods of nativism and xenophobia. How and why the nation's attitudes have evolved, and how they compare with post-World War II developments in Europe, are the foci of this course.

### **HIUS 351: The Global Dimensions of the American Revolution**

**Dr. Magra**

The American Revolution rocked the world. This course exposes students to some of the most exciting and dynamic debates among historians about one of the most transformative events in human history. You will understand the ways in which people around the globe have been connected in the past. You will study the impact of those connections. You will learn how global events helped bring about the split between the North American colonies and the British Empire in the late eighteenth century. You will also learn how this split impacted people around world.

### **HIUS 352: The Early American Republic**

**Dr. Mercer**

This course will explore the history of the U.S. from its Constitutional founding through the eve of the Civil War. The class is structured around five different sections. First, we will survey the largely political development of the new nation. Second, we return to these years and add nuance to the political discussion by exploring its social, cultural, religious, economic, and legal development. Third, we assess the meaning and impact of "Jacksonian Democracy." Fourth, we will compare the increasingly different economic and cultural paths taken by the North and South and the controversies regarding slavery that affected this divergence. Finally, we will assess how this slavery issue ultimately exploded into the unraveling of the Union in the 1850's.

### **HIUS 356: The 1960s in America**

**Dr. Winford**

This course examines the United States during what many observers have described as the tumultuous decade of the 1960s. Beginning with the Second World War and its aftermath, it seeks to understand how the country's subsequent position as a superpower shaped its foreign and domestic policies. In the postwar struggle to promote democratic principles over communistic threats throughout the world, the U.S. also had to confront its own injustices largely based on issues of race, class, and gender discrimination. Thus, primary emphasis will be placed on politics, social movements, and cultural rebellions of the 1960s. Some topics will include, but are not limited to, race riots, anti-war protests, new art forms, Great Society legislation, the rise of neo-conservatism, empowerment movements by people of color, Cold War brinkmanship in Cuba, and the escalation of ground and air wars in Vietnam.

### **HIUS 362: History of American Education**

**Dr. Reed**

Teacher Accountability. Standardized Testing. Poverty. Public versus Private. Achievement Gaps. Technology. Literacy. Rigor. Early learning. STEM. Local control. College-ready.

These buzzwords permeate discussions of public education and educational policy today. However, none of

these debates or concepts are unique to our current moment. This class will examine the origins of American education and the expansion of public schools as the dominant means of educating children in what is now the United States. Throughout the class, we will repeatedly ask the questions: What is education? What were its stated purposes historically and how have those purposes changed over time? What were the competing alternatives proposed, which won and why? We will also attend one Knox County school board meeting and one Knox County School Board committee meeting to begin to understand how one level of school governance works in our local community today.

This course is intended for History Majors and any student interested in the history of education and educational policy.

### **HIUS 374: History of the Civil Rights Movement**

**Dr. Winford**

This course examines the black freedom movement in the United States beginning with the U.S. Supreme Court case *Plessy v. Ferguson* (1896). It grounds itself in the idea of the "Long Civil Rights Movement," a more recent historiographical framework that has expanded the parameters of the traditional civil rights narrative (1954-1965). More specifically, the course will place more emphasis on the economic underpinnings of the black freedom movement to challenge the ways we grapple with the goals and objectives of the modern civil rights movement. Thus, the course seeks to better understand the links between racial equality and economic justice in American society. It will particularly highlight themes of race, power, and citizenship to understand the relationship between grassroots activism, large regional and national organizations, and the role of the federal government in the overall battle for freedom. We will also examine how white violence and resistance movements shaped and limited civil rights gains. We will conclude the course by exploring the impact of deindustrialization, mass incarceration, the drug and aids epidemic, and the conservative assault on major civil rights victories in the "post-civil rights" era. *Same as AFST 374 and AMST 374.*

### **HIUS 380: The African-American Experience, Slavery to the Present**

**Dr. Williams**

This course surveys the social, cultural, political, and economic history of African Americans from 1865 to the present day. Topics will include but are not limited to: black Reconstruction and white redemption; the rise of Jim Crow apartheid; the Great Migrations and black urbanization; the modern African-American freedom struggle and the long suffrage movement; mass incarceration and the backlash of the post-civil rights era; deindustrialization and the birth of hip-hop; and the age of Obama and the rise of "Black Lives Matter." *Same as AFST 380.*

### **HIUS 383: History of American Citizenship**

**Dr. Mercer**

This course will focus on two themes that evolve throughout American history: the concepts of citizenship and rights. The Constitution notably fails to define who is considered a "citizen" of the United States. This class will follow the historical struggle to determine the answer to that question. In addition, we will discuss the related concept of rights to explore how different levels of citizenship evolved. We will study these interconnected concepts of citizenship and rights to define who constitutes a member of the American political, social, and civic communities.

## **400s**

### **HIAF 484: Health and Healing in African History**

**Dr. Eggers**

The purpose of this course is to explore the history of health and healing in Africa. In the course, we will examine not only how Africans have historically constructed concepts such as 'health', 'disease', 'the body', and 'healing', but also how others – namely, colonizers, developers, and practitioners of bio-medicine - have historically engaged with Africans in the construction of those same ideas. In exploring these issues, we will consider how figures as seemingly diverse as witches, prophets, and doctors have been central to struggles for bodily and communal health in African history. If witches are the illness, then what is the cure? If prophets can be healers, then what is the disease? If structural violence is the disease, then how can doctors heal it? We will examine these questions and more through a variety of case studies across the continent, including (but not limited to) the role of public healers in pre-colonial Africa, the introduction (and development) of bio-medicine in colonial Africa, and the contemporary social and political challenges of diseases such as HIV/AIDS and Ebola. 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. Course is reading intensive and students can expect to produce a research paper as part of this course. *Same as AFST 483.*

### **HIAS 495: Modern China on Film**

**Dr. Wu**

This course examines modern China through the film lens. From the newly formed Shanghai studio films of the 1930s through the “sixth generation” directors’ works in the twenty-first century, films have both incorporated and defined changing conceptions of gender roles, social class, race, identity, and the nation in modern China. In addition to the films shown each week in class, students will be expected to keep up with a rigorous schedule of background readings on modern Chinese history and written assignments. Over the course of the semester, we will be watching films that provide a serious critique of Chinese history, internal conflicts, and changing values. The goal of the course is for students to emerge with a better understanding of twentieth century Chinese history using the medium of film. The goal of the short papers, therefore, is not to write a film review or critique, but reflect on the ways in which the film and history intersect. Films will be available on reserve at the library after their showing in class. *Same as CNST 495.*

### **HIEU 426: Dark Age Empire**

**Dr. Gillis**

This course examines Europe in the era of Charlemagne and the Carolingian Dynasty from 700-900 – a time known to many of its contemporaries as a “Dark Age.” The class covers numerous topics, including: the Frankish imperial wars of conquests and the unification of much of Europe, religious reforms and the Christianization of Europe, the development of a hierarchical medieval society, gender relationships, new modes of spirituality and thought in the Carolingian Renaissance, and the growth of a new European identity that lasted throughout medieval history.

### **HILA 484: The Life and Times of Ernesto Guevara**

**Dr. C. Black**

The 20th century was an age of heroic aspirations. It was also an age both both intensely humane and intensely horrendous acts, made in the context trying political, social, and economic structures. This class will consider the history of Latin America as a region by tracing the life and afterlife of Ernesto Guevara de la Serna. More specifically, the life and after life of Che will serve as a node to of exploration of the many branches of Latin American social, political, and economic histories that defined the region in the 20th Century. Thus, while this class is nominally about Che Guevara, and his personal struggles, strengths, and foibles, it’s really about much, much, much more. *Same as LAC 484.*

### **HIST 407: Honors Senior Thesis**

**Dr. Block**

Bibliographic search, research, and conceptual clarification for the senior paper. *Instructor permission required.*

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### **HIST 499: Roman Spectacle: Processions, Races, Shows, and Gladiators**

**Dr. Latham**

Roman spectacles... No, not Roman eyewear, but rather the thing that one watches through such eyewear, if the Romans had had such technology. Okay, now that that is cleared up, let’s start again.

In the words of the eminent anthropologist Clifford Geertz, power serves pomp. This course will examine Roman spectacles and ceremonies from the *adventus* (to welcome an arriving ruler) to the famed triumph and the other Roman *pompae* (processions); from death in the arena (animal hunts, gladiatorial combat, public executions) to chariot races and theater shows. Indeed, “the madness of the circus, the shamelessness of the theater, and the savagery of the arena” formed an especially prominent triad in the Roman cultural imaginary (Tertullian, *Apology* 38.4).

During the first half of the semester, this writing intensive (WC) seminar will survey the history of Roman *pompae* (public, ritual processions), *ludi* (chariot racing and theater shows), and *munera* (gladiatorial combat and other “blood-sports”) from a wide variety of perspectives. Along the way, we will investigate the politics of the games; the religiosity of the spectacles; crowd behavior from elites to commoners; women in and at the spectacles; spectacle venues; and the Christianization of the spectacles among other themes.

After this historical overview, the seminar will meet at Hodges Library for several weeks of library research sessions. And finally, in the last two weeks each seminar participant will peer review drafts of her or his research paper. In the end, each seminar participant will develop an understanding of the complex history of the Roman *pompae, ludi* and *munera* and will write a research paper on some aspect of that history based on both the ancient evidence (textual and/or material) and modern scholarship. *Restricted to History majors.*

### **HIST 499: The Medieval Game of Thrones**

**Dr. Gillis**

Taking some cues from George R.R. Martin's popular *Game of Thrones/A Song of Ice and Fire* series, this course examines the struggle to survive and thrive in the treacherous political environment of Merovingian Francia (c. 500-751 CE). This key historical period witnessed the transformation of Roman world into a medieval one. It was an era of dazzling and dastardly queens and kings, bishops and clerics, monks and nuns, nobles and commoners, whose conflicts are richly documented in the surviving sources. The stories of their feuds abound in murder and treachery – events which authors narrated in horrific and moral terms to distinguish the good from the wicked after their conflicts had ended. Following George R.R. Martin's approach of telling his story from the perspective of individual characters, we will sift through the rhetoric and polemics of Merovingian sources to unearth the experiences and motivations of individuals taking part in the Merovingian Game of Thrones. Our purpose will be to understand these political struggles from multiple, contradictory perspectives before their final outcomes transformed the individual participants into saints or sinners. *Restricted to History majors.*

### **HIST 499: East Tennessee and the World**

**Dr. Olsson**

Many Americans have understood southern Appalachia – and East Tennessee within it – as an isolated place, disconnected from the rest of the nation and world by sheltering mountains. This course, on the other hand, approaches local history as part and parcel of global history. We will explore the surprising ways that our region has been shaped by world events, and how it too has impacted places far removed. Emphasis will be on the twentieth century, though not exclusively. We will seek to answer questions such as: How did Tennessee coal fuel global industrialization? Why is there an Afghan TVA (Tennessee Valley Authority)? Why is Dolly Parton so popular in Zimbabwe? And why are there more and more taco trucks on Knoxville's streets every year? As with all 499 sections, students will do intensive research in primary and secondary sources to produce extended-length, argument-driven final papers. *Restricted to History majors.*

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### **HIUS 436: Love and Marriage: Gender and Sexuality in U.S. History**

**Dr. Sacco**

This course will survey the history of sexuality and romantic relations in U.S. history. We will look at how men and women have understood and acted on their sexual and emotional desires, and the ways in which changing social constraints and opportunities affect the ways in which individual Americans have shaped their choices for a meaningful personal life. We will also study how and why these choices sometimes became political issues. Topics will include the histories of: contraception and abortion; courtship and dating; marriage and divorce; and heterosexuality and homosexuality. This will be a discussion-based course. We will read primary and secondary sources, thinking about how the history of sexuality and gender can help us to understand American history and society.

### **HIUS 484: The City as History – Introduction to Public History**

**Dr. Rutenberg**

This course will introduce history majors and minors to the profession of public history by presenting current and relevant scholarship on memory and public spaces, with an emphasis on ways that the American experience of race has been recorded, or obscured, by local historical sites. It will also introduce students to the professional practices of public historians, who conduct original research and enrich public knowledge of the past through effective communication. The course will include experiential learning through student internships at historical societies, museums, preservation groups, and historical editing projects.