

Fall 2018

History Undergraduate Course Descriptions

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

- Most History courses are writing-emphasis; see the UTK Undergraduate Catalog for more information.
- Descriptions are listed in the same order as in the table below, by number and then by subject field.
- Some courses may not have descriptions at this time.

Course Name	Course	Professor	Day & Time
200s			
Development/Western Civilization to 1715	HIEU 241	Robert Bast	TR 9:40-10:55
Development/Western Civilization to 1715	HIEU 241	Patricia Rutenberg	MWF 9:05, 11:15
Development/Western Civilization to 1715	HIEU 241	Bradley Phillis	MWF 1:25, 2:30, 3:35
Development/Western Civilization 1715-Present	HIEU 242	Victor Petrov	MWF 10:10-11:00
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	TR 8:10, 11:10, 12:40
Development/Western Civilization 1715-Present	HIEU 242	J Tomlin	MWF 11:15, 2:30, 3:35
Honors: Development/Western Civilization to 1715	HIEU 247	Patricia Rutenberg	MWF 10:10-11:00
Honors: Development/Western Civilization to 1715	HIEU 247	Matthew Gillis	TR 3:40-4:55
Early Latin American & Caribbean Studies	HILA 255	Chad Black	TR 11:10-12:25
History/World Civilization to 1500	HIST 261	Charles Sanft	MWF 9:05-9:55
History/World Civilization to 1500	HIST 261	Lydia Walker	MWF 1:25, 2:30, 3:35
History/World Civilization 1500-Present	HIST 262	Shellen Wu	TR 11:10-12:25
History/World Civilization 1500-Present	HIST 262	Joshua Sander	MWF 9:05, 10:10, 1:25
Honors: History/World Civilization 1500-Present	HIST 268	Susan Lawrence	MWF 11:15-12:05
France under Nazi Occupation	HIST 299	Margaret Andersen	MWF 9:05-9:55
The First Chinese Historian	HIST 299	Charles Sanft	MWF 11:15-12:05
The University of Tennessee and Its Histories	HIST 299	Julie Reed	MWF 1:25-2:15
Living the Good Life in the Enlightenment	HIST 299	Denise Phillips	TR 12:40-1:55
History of the United States to 1877	HIUS 221	Christopher Magra	TR 9:40-10:55
300s			
Chinese Intellectual History	HIAS 391	Shellen Wu	TR 2:10-3:25
History of the Roman Republic	HIEU 303	Stephen Collins-Elliott	MWF 2:30-3:20
History of the Early Roman Empire	HIEU 304	Jacob Latham	MWF 10:10-11:00
History of Greece II	HIEU 306	John Friend	MWF 1:25-2:15
Early Middle Ages	HIEU 311	Matthew Gillis	TR 11:10-12:25
Renaissance Europe	HIEU 314	Robert Bast	TR 2:10-3:25
Contemporary Europe, 1900 to the Present	HIEU 320	Victor Petrov	MWF 2:30-3:20
New Testament and Early Christian Origins	HIEU 321	Tina Shepardson	MWF 2:30-3:20
Modern France	HIEU 336	Margaret Andersen	MWF 11:15-12:05
History of the Middle East & Islamic World, 600-1050	HIME 366	Alison Vacca	TR 11:10-12:25
Dolly Parton's America: From Sevierville...	HIST 307	Lynn Sacco	TR 9:40-10:55
Americans and the Environment in the 20 th Century	HIST 373	Robert Norrell	TR 9:40-10:55
History of Collegiate Sports in the United States	HIST 373	Chad Black	TR 2:10-3:25
Rise and Fall of Slavery in the United States	HIUS 300	Shannen Williams	TR 2:10-3:25
Gay American History	HIUS 326	Lynn Sacco	TR 12:40-1:55
Colonial America to 1763	HIUS 350	Christopher Magra	TR 12:40-1:55
The Early American Republic	HIUS 352	William Mercer	TR 2:10-3:25
U.S. History 1877-1933	HIUS 354	Bob Hutton	MWF 11:15-12:05
American Religious History	HIUS 359	David Kline	MWF 11:15-12:05
U.S. Constitutional History to 1877	HIUS 363	William Mercer	TR 3:40-4:55
Food and Power in U.S. History	HIUS 365	Tore Olsson	MWF 10:10-11:00
African-American Experience: Colonial Era to the Civil War	HIUS 379	Shannen Williams	TR 9:40-10:55
United States and Mexico: Distant Neighbors	HIUS 383	Tore Olsson	MWF 1:25-2:15

400s			
The Samurai: Fact, Fiction, Fantasy	HIAS 490	Laura Nenzi	TR 11:10-12:25
Gender and Medicine in the Middle Ages	HIEU 430	Sara Ritchey	TR 12:40-1:55
Medicine in the Third Reich	HIEU 432	Monica Black	TR 2:10-3:25
Honors: Senior Thesis	HIIST 408	Kristen Block	W 3:35-6:35
African-American Business History	HIIST 499	Brandon Winford	TR 11:10-12:25
Gender and Religion in the Middle Ages	HIIST 499	Sara Ritchey	TR 2:10-3:25
America and the World	HIUS 450	Robert Norrell	TR 12:40-1:55
American Experience in World War II	HIUS 452	Bob Hutton	MWF 9:05, 10:10
Cherokee Ethnohistory	HIUS 456	Julie Reed	MWF 11:15-12:05
Medicine and Healing in an Age of Slavery	HIUS 484	Kristen Block	MWF 1:25-2:15

200s

HILA 255: Early Latin American and Caribbean Studies

Dr. C. Black

In 1492, Columbus sailed the ocean blue and discovered or destroyed, conquered or civilized the Americas. Sixty years later, in 1552, López de Gómara, the private secretary of Hernán Cortes, wrote, "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies [i.e. Americas]." He was, himself, a participant the conquest of Mexico. From the very beginning, not only the magnitude, but also the meaning of the Conquest of the Americas has been a point of controversy and acclaim. The history of Early Latin America, however, does not begin in October 1492. Indigenous bands and great civilizations inhabited North and South America for more than ten thousand years prior to the arrival of Europeans on the shores of Caribbean islands. Thus, in this class we will concentrate on the pre-Columbian period, the conquest period, and the ensuing three hundred years of Spanish (and to a limited extent) Portuguese rule. The lectures will move both chronologically and topically. We will concentrate on two key geographic areas of examination— central Mexico, home to the highly structured pre-Columbian societies of the Maya and the Mexica, among many others, and later the center of Spanish control in its northern kingdoms as the Viceroyalty of New Spain; and, the central Andes, land of the Inca Empire and its subject polities (among others), and home of the Viceroyalty of Peru, the center of Spanish power in its southern kingdoms. Our class will cover a tremendous breadth of time and territory, and as such the lectures, readings, and discussion sections are designed to draw your critical attention to issues, including ethnicity, gender, slavery, culture, and power, as well as the institutions and structures that patterned native, African, and European experiences of Spanish and Portuguese imperialism.

HIST 261: History of World Civilization to 1500

Dr. Sanft

In this section of HIST 261, we will be "eating our way through world history." The course will concentrate on foodways from around the world in the premodern period. We will learn how people in different places and times produced and prepared their foods, and even have the opportunity to sample versions of ancient food. Economics, wars, and the parade of civilizations will feature only if and when they can tell us about food. *Bring napkins.*

HIST 261: History of World Civilization 1500 to the Present

Dr. Wu

This course covers world history from 1400, focusing in particular on the rise of science, with important and wide-ranging implications for the modern world and the society we live in today. Global travel, exploration, trade, and technological innovations played essential roles in the exchange of knowledge and the development and rise of modern science. This course will examine some of the key turning points in the history of science in the context of world history.

HIST 268: Honors History of World Civilization 1500 to the Present

Dr. Lawrence

This course will be organized around the histories of technology, medicine and science as focus themes for world history since 1500.

HIST 299: France under Nazi Occupation: Collaboration, Resistance, and Daily Life

Dr. Andersen

In this course, students will arrive at a greater understanding of many aspects of resistance and collaboration in occupied France. This will include an examination of the factors that led to France's military debacle in 1940, daily life in France during the occupation, France's role in the Holocaust, the characteristics of the Vichy Regime, and the resistance movement. Moreover, this course will help prepare students for future coursework in the history major by developing the crucial skills required to think historically and write about the past. This course will emphasize learning how to identify and analyze primary and secondary sources, generating historical questions, understanding historiography, methods of carrying out historical research, historical writing, and thinking historically. Course readings will serve as examples of the different types of skills used by professional historians in their work. Students will demonstrate their mastery of these skills in a five-page research paper. *Restricted to History majors.*

HIST 299: China's First Historian

Dr. Sanft

Sima Qian created his monumental *Historian's Records* around 100 BCE, marking a permanent shift in how people in China dealt with the past and its records. In this course we will learn about what Sima Qian did, why he did it, and why it matters. Along the way, we will develop an understanding of what history means generally and acquire essential skills for pursuing it. *Restricted to History majors.*

HIST 299: The University of Tennessee and Its Histories

Dr. Reed

Everything on the University of Tennessee's campus has a history: from its name, buildings, architectural styles, landscapes, and employees to its departments, streets, publications, and student groups. The University of Tennessee is an archive. This semester we will dig deeply into this archive to in order to think historically and consider the 5 Cs specific to the study of history. We will consider how UTK *changed over time*, what *caused* those changes, the larger *contexts* that surrounded those events, the *complexity* of UT's history, as well as any *contingencies* that might have altered aspects of UT's history entirely. *Restricted to History majors.*

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.*

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.

300s

HIAS 391: Modern Chinese Intellectual History: Age of "-isms"

Dr. Wu

As China underwent a tumultuous transition from empire to nation in the early twentieth century, multiple ideologies from Confucianism, feminism, Communism, anarchism, to Fascism and scientism helped to shape the country. Over the course of the semester, we will examine some of the major intellectual currents in late nineteenth and twentieth century China. These include the reconsideration of the role of Confucianism in Chinese state and society, gender and the family, the rise of a philosophy of science and social survey movements, and the formulation of a Chinese Marxist ideology.

HIEU 304: History of the Early Roman Empire

Dr. Latham

The Roman republic (ca. 510-44 BCE) may be imagined as an elite peer competition for honor and glory – a game, if you will, which Julius Caesar ultimately won. Then he was killed, and so his heir and successor Octavian-Augustus had to step up and win the game all over again – and, eventually, to establish an imperial government. This writing-emphasis course will survey the history of the Roman empire from the death of Julius Caesar (44 BCE) to the death 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) by important secondary literature (modern historical studies) and effective written communication via a number of writing exercises (essays and essay exams) and class discussions. *Same as CLAS 304.*

HIEU 311: Early Middle Ages

Dr. Gillis

This course examines the history of the peoples of Europe and the Mediterranean world from 500 to 1000 CE. During the semester there will be lectures, as well as discussions of primary sources in key areas of early medieval history. Texts for discussion include a wide variety of sources found in your course books and published individually (all available for purchase in the bookstore or on the course Blackboard site). In addition to providing students the opportunity to gain a broad familiarity with European history from the sixth through the tenth centuries, this course is designed to help participants improve numerous important skills, including: critical thinking, essay writing, reading and analyzing sophisticated materials, and developing and supporting intellectual arguments. *Same as MRST 311.*

HIEU 314: Renaissance Europe

Dr. Bast

This course examines the social and political forces in Western Europe that formed the crucible for the late-medieval cultural movement known as the Renaissance. Our main focus will be on Italy, the center of Renaissance culture between the 14th and 16th centuries, but we will also be discussing developments elsewhere in Europe. The aims of this course are as follows: 1. To familiarize you with the major events in political, cultural, social and intellectual history during the Renaissance. 2. To introduce you to some of the major achievements of Renaissance writers and artists. 3. To examine some of the critical questions concerning the interpretation of the Renaissance as an historical event or period. 4. To help you develop and sharpen your own skills in reading and writing about history. In order to achieve these aims, it is essential that you attend class regularly and that you keep up with all reading assignments. *Same as REST 314.*

HIEU 320: Contemporary Europe, 1900 to the Present

Dr. Petrov

Europe's 20th century has given some historians cause to call it the "age of extremes" of a "dark continent". This course will look at this stormy period in order to understand what forces shaped the continent's history and were, in turn, shaped by it. Why did totalitarian ideologies hold sway over much of the continent? What was the impact of economic change and social revolutions on the makeup of these societies? And how did Europe deal with its diminishing power in the face of the USA and USSR? We will explore these and other questions through primary and secondary sources, and think about the legacies of this period for our world today.

HIEU 336: Modern France

Dr. Andersen

This course is a survey of modern French political, cultural, and social history from the eighteenth century to the present day. We will begin by reconstructing "Old Regime" France, focusing primarily on the Enlightenment, the changing role of the monarchy, and daily life in the city of Paris. We will then explore the origins of the French Revolution and evaluate the sweeping changes it initiated both in France and overseas. For the nineteenth century we will focus on urbanization, industrialization, modernization, and revolution. Our exploration of twentieth-century France will begin with anti-Semitism and the Dreyfus affair. We will then examine the upheaval of the twentieth century including the two world wars and their enduring impact, the Algerian War, and the events of May, 1968.

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.*

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

Dr. Sacco

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. But not in the "old fashioned" way, when we only viewed as important Big Names and Events (Civil War, Martin Luther King, Jr), a method that told us a lot (Churchill: A Biography, 1997). But left out as much if not more (Dunkirk, 2017).

We are going to look at the 20th century not from the perspective of an important political or religious leader but Dolly Parton, a poor, white girl born in mid-century Appalachia. How did that place and the times in which she lived shape her ideas and personality, and how, in turn, did Dolly Parton use her "hillbilly" roots to become *Dolly*, a personality (successful as a composer, singer, musician, actor, tv show host, entrepreneur, and philanthropist) so popular that her name draws crowds from around the world to Pigeon Forge, Tennessee? 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. We will do this by using the sources that make the most sense in thinking about Dolly and 20th-century America: popular culture. *Restricted: Department permission and consent of the honors coordinator, Kristen Block.*

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 19th and 20th 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 focii of this course.

HIST 373: History of Collegiate Sports

Dr. C. Black

The United States is unique in its blending of academia and "big time" athletics. Collegiate sport dates to the middle of the nineteenth century, when it was seen to offer discipline and health to young men tempted by leisure and illicit pastimes. Colleges established intercollegiate competition under the principles of "Amateurism," principles that have been a cause of tension and scandal ever since. This course will trace the history of collegiate sport and its relationships to both the University and the wider community. It examines the evolution (and in some respects the remarkable consistency) of university priorities in the era of "big-time" sports and considers the practical and moral implications of that evolution for both college athletes and the institutions that claim to serve them. The course readings and assignments provide the historical grounding needed to understand the conflicts at the heart of what the NCAA likes to call "the collegiate model of sport." Are college sports "good" for athletes? Are modern universities meeting their obligations to the students they recruit and admit? Given the historical trajectory of the big-time sport enterprise, is reform possible? If so, who is responsible for fixing what ails college sports? What corrections should be applied and when? These are the questions addressed in this course.

HIUS 300: The Rise and Fall of Slavery in the United States

Dr. Williams

At the founding of the United States of America in 1776, over 20 percent of the population was of black African descent and overwhelmingly enslaved. The sale and unpaid labor of bondpeople lay at the foundation of every major American institution. Moreover, the history of slavery in the lands that became America is longer than the nation's history without it by well over a century. Yet, slavery remains a taboo subject in many classrooms and communities across the country. This course surveys the rise and fall of racial slavery in the United States. Through a wide selection of readings, lectures, and structured discussions, we will pay particular attention to the role of religion in the development of the transatlantic slave trade, the diversity of experiences under slavery, the bi-racial abolitionist movement, the gendered aspects of slave life and resistance, and the ultimate destruction of the "peculiar institution" during the Civil War. We will also explore the different approaches that historians have taken in studying slavery and the consequences of those choices. *Same as AFST 300 and AMST 300.*

HIUS 326: Gay American History

Dr. Sacco

This course will survey the history of same-sex desires, behaviors, relations, identities, and politics from colonial America to the present. We will look at social, cultural, and political history to examine how men and women understood and acted on "deviant" sexual desires and gendered behavior.

This course has three goals. First, to introduce the histories of gender and sexuality in the United States, and particularly the histories of gender identity and presentation, and same-sex desires and behaviors. The meanings attached to the erotics of the body have changed dramatically. Our first goal is to establish the diversity with which Americans have always understood themselves, their society, and their behaviors. Then we'll investigate how this diversity occurred, repeatedly and in an endless profusion of ways, by looking at how historical contexts produce different meanings about behaviors or bodies. We will ask who cared and why – what role does sexuality play in social power? The second goal is to introduce you to how to research the history of 'queer' sexuality. We will work with primary sources for many assignments, and learn how to interpret them in historical context. Our third goal is to develop critical thinking skills, so that you can do justice both to the people whose lives you are studying and to those to whom you tell their stories. *Same as AMST 326.*

HIUS 350: Colonial America to 1763, or 'Early America Unbound'

Dr. Magra

Colonial American history involves more than the origins of the United States of America. There were certainly people and events in North America during the 1600s and 1700s that influenced the new nation during the 1800s and beyond. But, there was more to colonial life. Much more. This course is designed to free colonial American history from the confines of a narrow focus on the pre-history of the United States. In addition to English movers and shakers, we will study African, French, Native American, and Spanish influences that shaped the contours of life in early modern North America. Unfettering colonial history will help us better appreciate the lived realities of diverse people who did not know they were creating the United States of America.

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 following the Mexican American War.

HIUS 354: United States, 1877-1933

Dr. Hutton

This is a general survey of a pivotal fourth or fifth of the history of the United States. Within this span of time African Americans, Native Americans and women were extended the full rights and privileges of citizenship from the perspective of the Constitution- this while racism and patriarchal chauvinism became "scientific." This

is a class on political history; 'political' in the more prosaic electoral sense of the word, but also the allocations and reallocations of power that take place far from the ballot box. It was also during this time that many Americans came to question what this citizenship meant and whether or not it truly made all Americans free and equal as many people had assumed. There had always been those who owned and those who worked but industrialization had made this divide something altogether different. The Civil War changed the US irreversibly and involvement in World War I, at the time the largest war ever fought in human history, changed it even more. Special consideration will be given to the simmering conflicts over class, race and gender during this period that begins with a national identity crisis and ends with a national state of economic depression.

HIUS 363: U.S Constitutional History to 1877

Dr. Mercer

Why do we have a constitution? What was it designed to do? What happens if it is violated? What is the role of "We the People" in this system? Understand these questions and more as we examine the evolution of the American constitutional order from its creation through the end of Reconstruction.

HIUS 365: Food and Power in United States History

Dr. Olsson

Leave your lunch at home - in this class we will eat our way through four hundred years of American history. From frontier whiskey to the Chicago beefpackers to the transgenic potato, this course demonstrates that the way Americans fed themselves can tell us much about the nation's culture, politics, and economy. The course will use food as a vehicle for exploring complex historical relationships, such as those between eaters and farmers, humans and nature, men and women, workers and capital, politics and technology, various racial groups, and the United States and the world. Emphasis will be on the nineteenth and twentieth centuries. Class time will be divided between lectures and discussions. This is a reading- and writing-intensive course.

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: The U.S. and Mexico: Distant Neighbors

Dr. Olsson

Perhaps no chant was more definitive of the 2016 election than "Build the Wall." Yet would you believe that for most of the shared history of the United States and Mexico, Mexicans would have been the ones who favored such a wall - to keep AMERICANS out? This course explores this irony and many others, revealing that the history of these two nations has always been entangled - for both good and ill. Covering the period from 1500 to the present (though with an emphasis on the nineteenth and twentieth centuries), the course will explore the histories of the US and Mexico together in hopes of getting new perspectives on topics ranging from the Indian Wars to the New Deal to NAFTA, immigration, and beyond. Class time will be divided between lectures and discussions. This is a reading- and writing-intensive course.

400s

HIAS 490: The Samurai: Fact, Fiction, Fantasy

Dr. Nenzi

A history of Japan's warriors, their governments, preoccupations, culture, and (purported) ideals from the ninth century to the present. Themes include the samurai's evolving place in society; warrior culture; identity politics; the invention of *bushidō*; samurai movies; and the politicization of the warrior past—including amnesia, whitewashing, and the manipulation of historical memory. The course is run seminar-style: informed participation in discussion is mandatory. Knowledge of Japanese history and/or Japanese language skills are welcome but not required. *Previous knowledge of Japanese history and/or Japanese language skills are welcome but not required.*

HIEU 430: Gender and Medicine in the Middle Ages

Dr. Ritchey

Students in this course will explore the vast range of approaches to the healthcare of gendered bodies prior to the emergence of modern biomedicine. Humoral physicians, barbers, apothecaries, religious healers, saints, and charlatans all participated in the medieval medical marketplace and fundamentally shaped the way we think about sex, gender, reproductive rights, and healthcare practice.

HIEU 432: Medicine and the Third Reich

Dr. M. Black

In 1933, Germany stood in the vanguard of medicine internationally, and also had thriving traditions of what we would now call alternative medicine. None of this stopped physicians from becoming involved in notorious medical experiments & eugenic campaigns. What happened to medicine in Germany under Nazi dictatorship? And how do echoes of "Nazi medicine" reverberate through our own country's past and present?

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

HIST 499: African-American Business History

Dr. Winford

HIST 499: Gender and Religion in the Middle Ages

Dr. Ritchey

This course explores the varied roles of women and the influence of gender in medieval European religious life, focusing on Christianity, but including several forays into Judaism and Islam. While religious institutions often curtailed official roles for women, gendered associations with feminine emotionality, caregiving, and mysticism provided alternate paths for participation in religious life. We will examine topics such as female ordination, same-sex love, monasticism (nuns!), mysticism, charity and social work, domestic spirituality, and persecution. By the end of the course, students will write capstone research papers for their history requirement.

HIUS 450: America and the World

Dr. Norrell

This course will examine the emergence of American nationalism, expansionism, and imperialism from 1898 forward, and at the same time will explore the countervailing forces of isolationism and pacifism in the US during the same period. The course will dwell at length on the impact of the two world wars of the twentieth century, with a special focus on American relationships with England and Germany. It will pay particular attention to how the historical understandings about the origins of World War I and the creation of the Versailles Treaty shaped both American and German attitudes toward international engagement for the two decades after 1919. A main focus will be the great uneasiness that most Americans felt about international involvement right up to their entry in World War II. The course will then deconstruct the origins and course of the Cold War and explore the impact of nuclear threats and de-colonization on American and European thinking in the post-World-War-Two world.

HIUS 452: American Experience in World War II

Dr. Hutton

This course will focus on the profound changes the Second World War brought to American society. It will explore why the United States entered this conflict and how this involvement served to reshape U.S. foreign policy away from isolationism. We will examine the war from the perspective of combatants, workers, women, children, African Americans, Japanese Americans, generals and politicians. Tennessee played an important role in the Second World War, and we will focus on how the war changed life in the state during the conflict. Finally, we will examine the enduring legacy of this conflict on American society and how the memory of this war changed over time.

HIUS 456: Cherokee Ethnohistory (“Not Just Sequoyah and Principal Chief John Ross: Cherokee Ethnohistory through Biography”)

Dr. Reed

In this class, we will use biography to get to know a wide range of Cherokee people, famous, infamous, and obscure. We will meet criminals, traditionalists, politicians, educators, and everyday Cherokee people. We will ask to what degree gender, race, class, geography, material culture, language, and historical events shaped the lives of those people.

Using ethnohistory as a method, this course will focus on the changes and continuities of the Cherokee Nation’s social, legal, familial, institutional, and political history from the long removal era through the allotment of communal land holdings and Oklahoma statehood. Students will create a research portfolio throughout the semester that will culminate in a short biography of a lesser-known Cherokee person and an original paper. *Same as AMST 456.*

HIUS 484: Medicine and Healing in the Atlantic World

Dr. Block

From the fetid holds of slave markets and transatlantic ships to enslaved people’s grueling lives on American plantations, reckoning with physical and spiritual “dis-ease” required both medicine and healing. What distinguished medicine from healing in the Age of Slavery? What abuses were practiced in the name of medicine? How did enslaved people create effective therapeutic communities in such a hostile world?