

Spring 2021

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	Mode
200s				
Development/Western Civilization to 1715	HIEU 241	Robert Bast	MW 10:30-11:20	O/PS
Development/Western Civilization to 1715	HIEU 241	Patricia Rutenberg	MWF 8:00-8:50	O/S
Development/Western Civilization 1715-Present	HIEU 242	Vejas Liulevicius	MW 11:45-12:35	O/S
Development/Western Civilization 1715-Present	HIEU 242	Bob Hutton	TR 2:50, 4:30	FTF
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	<u>MWF</u> 2:15, 3:30	Hybrid
Honors: Development/Western Civilization 1715-Present	HIEU 248	Patricia Rutenberg	MWF 10:30-11:20	O/S
Modern Latin American & Caribbean Studies	HILA 256	Chad Black	TR 9:50-11:05	O/S
History/World Civilization to 1500	HIST 261	J.P. Dessel	TR 9:50-11:05	O/S
History/World Civilization to 1500	HIST 261	Can Bahadır Yüce	MWF 8:00, 11:45, 2:15	O/S
History/World Civilization to 1500	HIST 261	Brittany Poe	MWF 8:00, 9:15, 10:30	FTF
History/World Civilization 1500-Present	HIST 262	Kristen Block	TR 11:30-12:45	O/PS
History/World Civilization 1500-Present	HIST 262	Berke Torunoglu	TR 8:10, 1:10, 2:50	O/PS
History/World Civilization 1500-Present	HIST 262	Tess Evans	MWF 8:00, 9:15, 2:15	O/S
Saints and Sanctity in Premodern Europe	HIST 299	Robert Bast	MWF 2:15-3:05	O/S
Living the Good Life in the Enlightenment	HIST 299	Denise Phillips	<u>TR</u> 9:50-11:05	Hybrid
The Life and Times of Che Guevara	HIST 299	Chad Black	TR 11:30-12:45	O/S
United States: 1877 to the Present	HIUS 222	Robert Bland	MW 9:15-10:05	O/S
300s				
History of Africa Since 1880	HIAF 372	Nicole Eggers	<u>TR</u> 9:50-11:05	Hybrid
History of Modern Japan	HIAS 393	Laura Nenzi	TR 11:30-12:45	O/S
History of the Early Roman Empire	HIEU 304	Jacob Latham	MWF 11:45-12:35	O/S
Late Middle Ages	HIEU 313	Sara Ritchey	TR 1:10-2:25	O/S
Contemporary Europe, 1900 to the Present	HIEU 320	Marina Maccari-Clayton	<u>MWF</u> 10:30-11:20	Hybrid
Martyrs and Monks	HIEU 322	Tina Shepardson	TR 11:30-12:45	FTF
Byzantium in the Margins	HIEU 383	Felege Yirga	TR 2:50-4:05	O/S
History of the Middle East and Islamic World, 1050-1500	HIME 369	Alison Vacca	MWF 2:15-3:05	O/S
Early Jewish History	HIME 383	J.P. Dessel	TR 1:10-2:25	O/S
U.S. Civil War and Reconstruction	HIUS 353	Luke Harlow	TR 9:50-11:05	O/S
U.S. History 1933 to the Present	HIUS 355	Bob Hutton	TR 1:10-2:25	FTF
American Religious History	HIUS 359	Luke Harlow	TR 8:10-9:25	O/S
U.S. Constitutional History 1877 to the Present	HIUS 364	William Mercer	TR 4:30-5:20	O/S
Food and Power in American History	HIUS 365	Tore Olsson	<u>MWF</u> 11:45-12:35	Hybrid
African-American Women's History	HIUS 376	Robert Bland	<u>MWF</u> 2:15-3:05	Hybrid
400s				
Honors: Senior Thesis II	HIST 408	Denise Phillips	W 4:45-7:45	O/S
Mystics and Miracle Workers: Religious Women in Medieval Europe	HIST 499	Sara Ritchey	TR 11:30-12:45	O/S
Epidemics, Pandemics and Disasters	HIST 499	Susan Lawrence	TR 1:10-2:25	O/S
Infectious Disease: A Global History	HIST 499	Nicole Eggers	<u>TR</u> 2:50-4:05	Hybrid
America and the World	HIUS 450	Robert Norrell	TR 9:50-11:05	O/S
Introduction to Public History	HIUS 484	Patricia Rutenberg	W 2:15-5:15	O/S
Global Constitutional History	HIUS 484	William Mercer	TR 2:50-4:05	O/S

HIEU 241: Western Civilization Ancient Greeks to 1715**Dr. Rutenberg**

This is an introduction to the history of the “civilization of the western world” from the ancient Greeks to 1715; it is a writing-emphasis course. Organized as a series of four specific studies, it examines the foundations in western history: Greece, Rome through Late Antiquity, the Medieval Period, and the Early Modern Period. To succeed in History 241, students should bring inquisitive minds, a willingness to think critically, and a dedication to understanding history through the use of primary documents, historical interpretations, and secondary texts. Students should expect to write critically and analytically on essay exams and outside papers. We will also experience important events of the past through role-playing debates, and we will also explore, within a historical context, political ideas, governmental institutions, traditions in art, music, and literature as well as religious traditions and economic trends. An overriding goal of the course is to offer students an understanding of what historical change is, why it matters, and how it can be understood.

HIEU 248: Honors-Western Civilization 1715 to the Present**Dr. Rutenberg**

This is an honors introduction to the history of Western Europe from 1715 to the present; it is a writing-emphasis course. Organized as a series of three studies, it examines: 1. The Enlightenment and the Atlantic Revolutions 2. The Industrial Revolution and its Consequences 3. Empire and Global Conflicts. As an honors course we will conduct the class as a seminar, meaning that active participation and discussion will be vital to the success of the course. Our seminars will be influenced by the Oxford tutorial, in which students will write short essays, as well as one longer paper that will serve as a springboard to our discussions. A key factor in both the essays and discussion is the ability to create an argument and counter-argument, based on the evidence presented in primary sources and scholarly works. We will also be participating in three role-playing debates: on the French Revolution, a mid-19th century cholera epidemic in London, and the Treaty of Versailles, following World War I.

HILA 256: History of Modern Latin America**Dr. C. Black**

This course traces the principal economic, social and political transformations in Latin America from the Wars of Independence to the present in order to understand the roots of ethnic conflict, social inequality and political instability in modern Latin America. Why is there so much poverty in Latin America? What has been the role of the United States in the region? How does the military maintain such power in politics? Why is Latin music so damn good? These and other questions will be addressed in lectures, readings, films and discussions. The class will use a comparative framework to address topics such as the consolidation of nation states and their insertion in the world economy after Independence; changes in land use and labor organization; political movements for liberalism, populism, and revolution; popular culture; industrialization and class politics; military regimes and subsequent redemocratization; U.S. policy and intervention; and the emergence of contemporary social movements in the context of neoliberal economies. *Same as LAC 252.*

HIST 261: History of World Civilization to 1500**Can Bahadır Yüce**

This course is a general survey of world history from the origins of humankind through the fifteenth century CE. During the semester, we will explore the period in which ancient human populations adapted to their environment, invented the major elements we associate with culture, developed a variety of political structures and means of communication. Examining these social and cultural transformations, we will look at the birth of the city, the creation of states, the emergence of intellectual thought, and the spread of religions. When does world history begin? Why did ancient peoples develop writing systems? In what ways did they interact with each other? How did cultural developments in early history shape societies? Through historical narratives and films, we will seek answers to such questions and think about the roots of our world.

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 they needed to do to lead happy, meaningful lives? We might think of “happiness” as simply a universal human emotion. In fact, people’s understandings of happiness have changed a good deal over time. Our goal in this class is twofold: to look at what educated eighteenth-century Europeans and Americans *wrote* about happiness, and also to look at how they tried to live it. *Restricted to History majors.*

HIST 299: The Life and Times of Che Guevara

Dr. C. Black

The 20th century was an age of heroic aspirations in Latin America. It was an age of both intensely humane and intensely horrendous acts, made in the context of trying political, social, and economic structures. This class will consider the history of Latin America as a region through a series of case studies that intersected with the life and afterlife of Ernesto Guevara de la Serna. The life and after life of Che will serve as a node of exploration to the many branches of Latin American social, political, and economic histories that defined the region in the 20th Century. It will also use these themes as an introduction to thinking historically, and to the use of the discrete set of skills, practices, perspectives and understandings that make up the historian’s art. *Restricted to History majors.*

300s

HIAF 372: History of Africa 1800 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. *Same as AFST 372.*

HIAS 393: History of Modern Japan

Dr. Nenzi

This class focuses on the changes that affected Japan from the nineteenth century to the present and on their repercussions on the lives of individual citizens. The course looks at key issues that define the rise of the modern nation in general using Japan as a case study, including tactics of nation building, imperial expansion, the social and environmental cost of ‘progress,’ invented traditions, propaganda, and historical memory.

HIEU 313: Late Middle Ages

Dr. Ritchey

This course examines episodes from the social, cultural, and religious life of European peoples and their interlocutors in the later Middle Ages, the period spanning roughly the thirteenth through

fifteenth centuries. We will place considerable emphasis on topics that do not always make it into our popular understanding of this period, such as the work and writing of women, the position of religious and ethnic minorities in Europe, the social experience of plague and famine, European exchanges with communities in Asia and Africa, and ritual and performance as modes of cultural transmission. In addition to studying primary sources from this period, we will also examine the period from the perspective of contemporary memory in images of the later Middle Ages projected by popular media such as film, graphic novels, video games. *Same as MRST 313.*

HIEU 383: Byzantium from the Margins: Religion, Ethnicity, and Gender in the Eastern Mediterranean
Dr. Yirga

When modern people think of the Byzantines (if ever they do) they often imagine them as something resembling modern Greeks in medieval garb. They usually imagine a man who is Orthodox, Greek-speaking, European, and very often male. In this course, we will use a variety of texts and objects study the early Byzantine world (330-641 CE) as one of dizzying diversity: A world in which women of great political influence actively engaged in court politics, several languages were spoken, dozens of Christian and Christian-adjacent sects vied for supremacy and survival with the last Roman pagans. Instead of providing a tired narrative of Byzantium's emperors and their accomplishments, this course will cover the manifold peoples and cultures who are often left out of popular and scholarly depictions of the Byzantine world. In doing so, the course will introduce students to a range of texts and figures whose actions at the periphery of Byzantine society would come to affect the empire's center in profound ways.

HIME 369: History of the Middle East and Islamic World, 1050-1500
Dr. Vacca

This semester we will discuss identity and difference in the Middle East and broader Islamic world from 1050 to 1500CE. We organize this geographically, starting in Central Asia and Iran, then working on Syria, Egypt, Anatolia, North Africa, and Spain. Our goal is to discuss how people organized their communities in the face of religious, ethnic, and linguistic diversity during a period of intense political disunity. We will study historical texts in translation from Arabic, Persian, Turkish, Armenian, and Syriac, as well as coins, buildings, and ceramics. *Same as JST 369.*

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 6th 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.*

HIUS 353: U.S. Civil War and Reconstruction
Dr. Harlow

The American Civil War is arguably the central transformative moment in American history. It brought the death of American slavery, which included the emancipation of four million enslaved African Americans, and preserved the national union. Furthermore, it was central to the making of the modern American nation state – and it is increasingly understood more broadly by historians as central to the making of the modern world. The Civil War cost more than 750,000 soldiers and civilians their lives. The war was the bloodiest in the nation's history, and it left a lingering impact long after the fighting ceased. This course examines the origins of the sectional crisis, studies the American Civil War itself, and explores the period of Reconstruction. It furthermore assesses the aftermath, legacy, and meaning of the Civil War and Reconstruction.

HIUS 355: U.S. History 1933 to the Present

Dr. Hutton

History 355: United States, 1933-present is a general survey of the most recent fourth or fifth portion of the history of the United States. This is the period in which the US became the undisputedly most powerful nation-state in the world, but only after overcoming challenges unprecedented in national and world history. Becoming a world power did not, however, solve all of the country's old problems. In fact, sometimes these changes exacerbated them or concealed them unnecessarily. The World War II era and what followed involved fulfilling old promises for Americans for whom they had not previously been fulfilled. The theme of this class is rights and how the demand for these rights shaped the politics of the "American century."

HIUS 359: American Religious History

Dr. Harlow

This course explores American religious history from the colonial era to the recent past. We will be dealing especially with the relationship between religion and politics, along with the themes of diversity and pluralism, racial inequality and religious expression, tolerance and coercion, and the impact of immigration. *Same as REST 359.*

HIUS 364: U.S. Constitutional History 1877 to the Present

Dr. Mercer

This course will trace the constitutional development of the United States from the end of Reconstruction to the present. Topics will include the questions presented by immigration and territorial expansion, the rise of substantive due process, the New Deal Court, civil liberties during war, and the emphasis on individual rights.

400s

HIST 408: Honors Senior Thesis

Dr. Phillips

History 408 is the second semester of the senior honors thesis sequence; students will finish researching and writing their 40-50-page theses.

HIST 499: Epidemics, Pandemics, and Disasters

Dr. Lawrence

Epidemics, pandemics, famines, earthquakes, volcanic eruptions, fire, floods... all of these disrupt humans' normal lives, sometimes slowly, sometimes in an instant. Some are simply the result of natural forces, like earthquakes and volcanic eruptions; others partly arise with human help, like some famines and fires. All put enormous stresses on individuals, infrastructures, governments, and social networks. Each has a history.

For this senior seminar, students will choose a historical disaster, epidemic or pandemic as the focus of a significant research paper based on primary sources. Students may choose any geographical location and chronological period they wish, as long as they are able to read relevant primary sources. Students will begin by finding and assessing the secondary sources that have covered the event they choose. The student will use this literature to find a research question that will direct their efforts: what effect did this event have on racial minorities? How did women respond? Who was blamed and why? How did aid reach casualties and sufferers? What effect did the event have on the community in the succeeding months and years? There are *many* more possibilities. As students work on their own topic, we will read selected articles and chapters that illustrate how historians have researched and analyzed historic epidemics, pandemics and disasters. *Restricted to History majors.*

HIST 499: Infectious Disease: A Global History

Dr. Eggers

The history of the relationship between humans and disease is as long as the history of humanity itself. And, as we have come to understand all too intimately in 2020, disease has often shown little discrimination and even less mercy in its assaults on humankind. Yet, it is also true that humans have played a powerful role in shaping global disease environments and that, moreover, class, race and nationality have historically influenced both exposure to disease and access to the tools of healing. The history of humans and infectious disease, then, is at once social, political, biological, and environmental. In this course, we will explore the global history of infectious disease from each of these angles. Together, we will learn about the histories of several paradigmatic infectious diseases – ex. smallpox, plague, cholera, malaria, and HIV-AIDS – as students work to design and implement their own research projects about the global history of infectious disease. *Restricted to History majors.*

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 484: Introduction to Public History

Dr. Rutenberg

This course introduces history majors to the world of public history by presenting current and relevant scholarship on the topic, inviting guest speakers, and exploring public history spaces in the Knoxville area. It will introduce students to the various practices of professionals and organizations involved in historical research, advocacy, and educational programming for public audiences. A component of the course will include experiential learning through individual student internships (face to face or online) at area museums and historical societies. This semester, our course will focus on race, memory, and public history. We will begin with the Atlantic slave trade and how it is interpreted in museums, such as the National Museum of African American History and Culture. Next, we will examine slavery and memory through the Colonial, Early Republic and Antebellum years, looking at the interpretation of slavery at presidential houses, the Harriet Tubman National Historical Park, and other venues, including Blount Mansion, Mabry Hazen House, and the Museum of East Tennessee History. We will continue by examining the role of African Americans during the Civil War and how that contribution has been remembered in monuments and museums. At the same time, we will look at the Confederate statues and memorials and study the recent controversies surrounding these sites. Next, we will examine the experience of African Americans during Reconstruction and the New South period (Knoxville College, Historic Westwood), followed by memorialization of African Americans in World War I, the Knoxville Race Riots (Beck Cultural Exchange Center), the celebration of African American art through the Harlem Renaissance and the work of the Delaney Brothers (Knoxville Museum of Art), and the commemoration of the Tuskegee Airmen. Finally, we will look at the impact of school desegregation in East Tennessee (Green McAdoo Cultural Center) and the impact of urban renewal/removal of the second half of the twentieth century (Beck Cultural Exchange Center).