## Spring 2022

### History Undergraduate Course Descriptions

- **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.**

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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 explore 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 242: Western Civilization 1715 to the Present
Dr. Jacobson
The purpose of this course is to understand how social, religious, economic, political, and cultural trends impacted everyday life from the early eighteenth century (1700s) to the present. Though the course centers on Europe, we will also look beyond its geographical confines to consider Europe’s relationship with the rest of the world. More specifically, we will examine how the exchange of ideas, worldviews, and customs shaped Europeans’ perspectives and understanding of themselves and of others. Due to the course’s geographic and temporal breadth, each class session and unit will focus on small snapshots to illustrate how ideas, innovations, and events shaped and transformed daily interactions. Rather than memorizing a chronological list of dates, events, and major figures, this course depends on your critical engagement with primary sources, debates, and historical interpretations to better grasp what life was like for individuals living during these time periods, and how past events have and continue to shape our present (global) reality.

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. Gaitors
The wars of independence marked a pivotal political, economic, and social moment throughout Latin America as groups vied for political power and fought to emerge as the new powerbrokers with the removal of colonial authorities. For example, Mexico had a new president on an average of every nine months and Argentina had regional struggles that played out in the presidential palace. The development of the railroads led to simultaneous economic growth and social exclusion for the region. The commercialization of musical genres like salsa in Cuba provided limited openings for African descendants. And new-formed political parties either opened or closed participation for citizens in Latin America.

This course will engage competing historical narratives to provide students with a critical, in-depth understanding of political events such as the Cuban Revolution. We will also take a comparative approach to understanding Indigenous and Afro-Latin social movements in Latin America. Overall, this course will explore principal historical themes of Latin America and the Caribbean from the independence period to the present day. Our engagement with Latin America and the Caribbean will examine the trends and themes that unite the region and focus on the shared legacies after colonialism. The crucial themes of Latin American history that we will explore include institutional structures after independence, constructions of national identity, the multi-racial and multi-ethnic compositions of nations, and globalization. Same as LAC 252.
HIST 200: Science, Medicine, and Technology in World Perspective  
Dr. Lawrence  
Over the last 12,000 years, humans have transformed the world. In this course, we focus on the complex ways that technologies – technologies of food production and transportation, of healing and health care, of communication and warfare – have given us unprecedented power over our environments, over our bodies, and over other people. Humans have also sought to explain how nature works, to comprehend our place among other living creatures, and to discover orderly patterns underlying bewildering complexities. In this course, we examine commonalities and divergences among the world’s major civilizations in what we now call science, medicine, and technology up to 1500. We then explore the emergence of modern science, biomedicine, and engineering as case studies in the globalization of particular ways of understanding and manipulating nature, as well as resistance to that universalizing process. We consider how the histories of science, medicine and technology have been enmeshed in the course of world events, from colonial conquests and plagues to political revolutions and world wars.

HIST 262: History of World Civilization 1600 to the Present  
Dr. Kobzeva  
Could there be a history without animals? What would the human world be like without dependance on non-human animals in terms of food, protection, and transportation? Does such reliance still exist and how our understanding of animals contributes to understanding of ourselves and the world around us? How did the treatment of animals reflect the society they were part of and its set of values? The course attempts to look at the role animals played in connection with global events and major historical and social developments since 1500s. By looking at how human-animal relationship have evolved over time in different societies will allow us to think in critical and informed ways about the world and our place in it.

HIST 299: The Medieval Caucasus  
Dr. Vacca  
Medieval sources refer to the Caucasus as “the mountain of languages,” where no one could talk to their neighbor except through an interpreter. The area was a patchwork of various peoples: Alans, Arabs, Abkhazians, Kurds, Turks, Armenians, Albanians, and Georgians. Most were Christians, Muslims, or Tengrist, and by the tenth century stories circulated about the conversion of the Khazars to Judaism. The Caucasus was the edge of Empires, at the meeting place of the Sasanian and Roman empires in antiquity and then between the Caliphate and Byzantium. Telling the history of such a complicated region poses significant challenges. In this class, we will discuss how to read sources and write history that can balance various perspectives.  

HIST 299: Native America and the Termination Era  
Dr. Bauer  
The 1950s and 1960s are called the ‘termination era’ in federal Indian policy because Congress implemented policies that terminated federal obligations to many tribes. This course will focus on two of several themes of the federal government’s Indian policy, termination and relocation, through the eyes of the U.S. government and Native American people. Concentrating on the termination of some tribes and the relocation of Native people to major cities in the U.S. provides students with an introduction to the topic, the historians’ craft, and the language used in the discipline, allowing them to practice skills used by historians.  

HIST 299: Hidden Histories: Doing the History of Women, Gender, and Sexuality  
Dr. Ritchey  
This course will introduce majors to the methods and sources that historians have used to uncover past presences of women and people of marginalized genders and sexualities. Our readings will cover premodern and modern histories, but will place special attention on sources from the Middle Ages, a period that allows us to think expansively and critically about what kinds of perspectives get recorded in documentary sources and how to access experiences that do not make it into the written record.

HIST 299: France Under Nazi Occupation  
Dr. Andersen  
This course explores the complexity 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.

300s

HIA 394: Chinese Intellectual History - The Early Period  
Dr. Sanft  
This course introduces important writers and thinkers from the early period in China (through ca. the 1st c. CE). Students will encounter well-known figures like Confucius and Sun-tzu along with less famous names such as Mozi and Wang Chong. At the end, students will have a basic familiarity with some of the important figures, issues, and debates from the early part of China's intellectual past.

HIEU 305: History of the Late Roman Empire (ca. 284-640 CE)  
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 “Dominant,” 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.

This course aims to develop critical reading and evidence-based analytic skills through a constant engagement with primary sources (texts, artifacts, images, buildings, etc. produced during the time period under study) accompanied by accessible 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 305.

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 309.

HIEU 323: Deviance and Persecution in the Christian West, 1100-1700  
Dr. Bast  
Beginning in the early Middle Ages, ecclesiastical and temporal authorities in much of Western Europe initiated periodic waves of persecution aimed at groups or individuals thought to deviate from norms of conduct and belief promoted by the Christian Church. This course will explore the social contexts in which these persecutions developed, the intellectual traditions that legitimized them, and the experiences of both those who suffered and those who initiated persecution. Individual units will explore religious dissent and the origins of the Inquisition; the regulation of sexuality and the criminalization of sodomy and prostitution; antisemitism and the persecution of the Jews, and the origins of the witch hunts.

HIEU 336: History of 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.

**HIEU 383: Ancient and Medieval Cities and Urban Life**  
**Dr. Yirga**  
This course is a survey of the development and various iterations of the city and of urban life in Ancient and Medieval Afro-Eurasia. In addition to guiding students through various physical, social, and cultural forms of cities from ancient Persepolis to Medieval Paris and beyond, students will be guided through a variety of theoretical considerations: What is a city? How and why do they form? How did they come to support themselves economically and demographically, and how did their own inhabitants think about and shape these spaces?

**HIEU 384: Communism in Europe After World War Two**  
**Dr. Liulevicius**  
This course examines the trajectory of Communism both as a political movement and as a form of government after the crisis of the Second World War. It surveys the dawn of the Cold War, the division of Germany, the establishment of Communist regimes across Eastern and Central Europe, and communist movements in Western European countries. We follow Stalin's later years, his death, and de-Stalinization. High hopes, reflected in the early Soviet successes of the space race, gave way to stagnation and systemic crises, along with geopolitical tensions between neighboring regimes. These led to attempts at reform to stave off decline, spearheaded by Mikhail Gorbachev, that instead brought cascading collapse. We'll examine this process in eloquent primary sources portraying the experiences of witnesses, including Aleksandr Solzhenitsyn's *Cancer Ward*, Milan Kundera's *The Joke*, Svetlana Alexievich's *Secondhand Time* and *Voices of Chernobyl*, and Herta Müller's *Land of Green Plums*. This course will include lecture and discussion, and the requirements include a mid-term, a final exam, a term paper, shorter writing assignments, and a series of quizzes.

**HILA 343: History of Mexico**  
**Dr. Gaitors**  
Despite its proximity, Mexico remains a mystery to many citizens of the United States. We hear and read news stories of migration from Mexico but how much do we know about the current conditions or historic circumstances influencing migration? What do we know about the indigenous populations, the struggle for independence, and the nation-building project that took place? What do we know about the Mexican Revolution? And how much do we know about the ties of Mexico to the United States? In this course we will engage these questions, and more, as we explore the history of Mexico from the Aztecs to the present day. This course is divided into three different sections: the pre-Columbian, colonial, and modern periods. We will look at the range of indigenous identities beyond the Aztecs, discuss the role of African descendants in Mexican history, and explore Spanish colonial and post-colonial structures.

The class format consists primarily of lectures and discussions. Our examination of Mexican history will not be a simple exercise in rote memorization, but rather an opportunity to think critically about the historical dynamics that, in many ways, laid the foundation for modern Mexico. By the end of the course, students should be able to articulate (in writing and in discussion) a critical understanding of historical themes in Mexico, the constructions of its history, and the relevance of that history to current-day circumstances. *Same as LAC 343.*

**HIME 382: Archaeology of Ancient Israel**  
**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, ethnogenesis, 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.*

**HILA 370: Latin America in Film**  
**Dr. C. Black**  
Moving pictures have long marveled Latin America. In what was almost certainly the first demonstration of the technology south of the Rio Bravo, the *Lumiére brothers* showed Mexican President Porfirio Díaz *flims* in Chapultepec Castle in 1896! As moving picture technology spread throughout the world, including Latin America, it radically altered how individuals and groups in the region perceived 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 a driving force of national identity.
In this class, we will focus on how important themes in the history of Modern Latin America have been portrayed on-screen through the lives and struggles of Indigenous people. *Same as LAC 370.*

**HIUS 301: The Entangled Histories of the United States and Mexico**  
*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.

**HIUS 361: Free Speech Fights**  
*Dr. Mercer*  
*Filth! Gossip! Blasphemy! Sedition! Fighting words!:* Since the colonial era, Americans have differed over the place of speech in our society. What type of speech is protected? Who has the authority to regulate speech? Does this change if the nation is at war? What if the speech is obscene? What even counts as speech? Explore these questions and more as together we will uncover the evolution of free speech in the American legal and constitutional order.

**HIUS 383: Missing in History: Asian Americans and the Making of America**  
*Dr. Wu*  
The iconic photograph below, taken on May 10, 1869 at Promontory, Utah, marked the completion of the First Transcontinental Railroad. Missing from the picture are the thousands of Chinese workers who were essential to its construction but intentionally excluded from the records. This class looks at those who were left out of history.

Asian Americans and Pacific Islanders (AAPI), as immigrants, sojourners, settlers, refugees, and members of overthrown sovereign kingdoms, have played key roles in shaping American law, politics, and culture. Yet, AAPI have often been left out of American histories and forgotten. This course will explore and restore this history to its rightful place as an essential part of the American experience.
HIAF 480: 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 biomedicine 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.

HIEU 425: The City of Rome: From Romulus to Constantine (ca. 753 BCE - 337 CE)
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 twelfth-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: 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, who knows.

But Rome was, and is, more than its built environment — however spectacular it may have been (and still is). People lived, worked, politicked, and played — opportunities for which varied, of course, by gender, social status (slave, freed, free), and wealth (as always). So in addition to monuments like the temple of Jupiter Optimus Maximus, public places like the Roman Forum, or domestic (not to say private) places like the home, urban life at Rome also includes its social relations, street life, economics, and spectacles (entertainments and rituals), among other social and cultural habits and practices. In short, Rome was built, lived, and even imagined.

In this course, we will examine the city of Rome over the longue durée: from its origins in the tenth-eighth centuries BCE as a humble pastoral village to its imperial monumental apogee (first century BCE to fourth century CE), when the Colosseum and moreover the Circus Maximus (seating up to 250,000) were built. Along the way, we will survey Rome’s urban development — its architecture, monuments, and public spaces, as well as civic traditions and political culture and religious and cultural transformations — through a series of case studies, profiling important monuments, civic structures, and historical moments/events in the history of the city.

During the semester, each participant will develop case studies of their own, examining both textual and material evidence of a particular monument, political structure, civic event, etc to assess not only its history but also its social significance. Each participant will formally present one of their case studies to the class. These assignments aim to improve research, analytic, and communication skills.

HILA 463: The Spanish Inquisition
Dr. C. 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 463.*

**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: History of Medicine in the United States**

**Dr. Lawrence**

For this senior research seminar, students will choose a topic in the history of medicine in the United States, where “medicine” is broadly defined to include alternative systems of healing, ideas about health and disease, and lay attitudes towards health care. We will begin the semester with everyone analyzing a collection of academic articles and primary sources in the history of medicine as students focus on finding a research topic. We will cover the crucial steps to the successful completion of a significant research paper: constructing a relevant historiography; critical reading of secondary sources; finding, understanding, and incorporating primary sources into a narrative; writing basics and writing strategies; and the dreaded Chicago Manual of Style formats for footnotes, endnotes, and bibliographies. *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 their authors narrated in moral terms and grisly detail to distinguish the good from the wicked after the conflicts had ended. Following George 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 collectively 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: Japan and the West, 1543-1892**

**Dr. Nenzi**

This class examines the encounters between Japan and the “West” (defined broadly as Europe and North America) in the years between 1543 and 1892. The first date indicates Japan’s initial contact with the Portuguese; the second refers to Japan’s participation in the 1892-93 Columbian Exposition in Chicago. Tucked between these two moments are many types of encounters: the proselytizing efforts of the Jesuits during the “Christian century,” the commercial and intellectual exchanges with the Dutch, the encounters with the United States in the 1850s and 1860s, the Meiji era “Westernization” project, embassies and other forms of diplomatic and non-diplomatic encounters, the spread of Japonisme in the art circles of nineteenth-century Europe, and more. In the first half of the semester I will provide a general overview and we will examine a selection of appropriate studies. You will then choose a manageable topic and produce an original historical research paper that falls within the thematic and chronological boundaries of the class (no, WWII does not). Topics may include, but are not limited to: art, food, diplomacy, material culture, religion, the role of Nagasaki, Yokohama, resistance to foreign encroachment, curiosity, identity and the Other, scientific exchanges, the issue of “isolation,” etc. *Previous knowledge of Japanese history and/or Japanese language skills are welcome but not required.* Restricted to History majors.

**HIUS 441: The American West**

**Dr. Norrell**

This course explores the history of places that have been called the American West, starting with the era of American Indian occupation and continuing with European invasion and the eventual creation of a new occupying nations, and ending with the U.S. conquest in the nineteenth century. The course will examine the discovery of gold, the West Coast arrival of Chinese immigrants, and the Mormon exodus to the Great Basin. Throughout, attention is paid to the aspirations of a variety of western peoples, and how such varied
aspirations both clashed and coalesced. By the end of the nineteenth century, the West had emerged as an identifiable region of the U.S., with characteristic economic features, peculiar ties to the federal government, distinctive patterns of race relations, and a unique place in U.S. cultural memory. As the twentieth century progressed, certain aspects of western regional distinctiveness faded, while others persisted and new peculiarities arose. And some of the key trends and concerns of the twentieth-century U.S. had crucial regional variants in the West.

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).