

Fall 2022 History Course Descriptions

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

- Descriptions are listed in the same order as in the table below, by number and then by subject field. Not all descriptions may be listed at this time, so updated document will be circulated as needed.

Course Name	Course	Professor	Day & Time
200s			
Development/Western Civilization to 1715	HIEU 241	Felege-Selam Yirga	MW 11:30-12:20, W discussions
Development/Western Civilization to 1715	HIEU 241	Patricia Rutenberg	MWF 9:10-10:00 and O/A
Development/Western Civilization to 1715	HIEU 241	Lorraine Herbon	MWF 1:50, 3:00, 4:10
Development/Western Civilization 1715-Present	HIEU 242	Margaret Andersen	MW 9:10-10:00, W discussions
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	TR 12:55, 2:30
Development/Western Civilization 1715-Present	HIEU 242	Minami Nishioka	TR 11:20, 4:05, 5:40
Honors: Development/Western Civilization to 1715	HIEU 247	Patricia Rutenberg	MWF 11:30-12:20
Honors: Development/Western Civilization 1715-Present	HIEU 248	Vejas Liulevicius	MWF 9:10-10:00
Early Latin American & Caribbean Studies	HILA 255	Chad Black	TR 9:45-11:00
Science, Medicine and Technology in World Perspective	HIST 200	Alyssa Culp	TR 12:55-2:10
History/World Civilization to 1500	HIST 261	JP Dessel	TR 9:45-11:00, W discussions
History/World Civilization to 1500	HIST 261	Alyssa Culp	MWF 8:00, 9:10
History/World Civilization to 1500	HIST 261	Claire Mayo	MWF 1:50, 3:00, 4:10
History/World Civilization to 1500	HIST 261	Jordan Amspacher	MWF 10:20, 11:30, 3:00
History/World Civilization 1500-Present	HIST 262	Shellen Wu	MW 10:20-11:10, W discussions
History/World Civilization 1500-Present	HIST 262	Masha Kobzeva	TR 2:30, 4:05
Women in the Atlantic World	HIST 299	Kristen Block	MWF 1:50-2:40
Living the Good Life in the Enlightenment	HIST 299	Denise Phillips	TR 11:20-12:35
<i>Amandla!</i> Apartheid in South Africa	HIST 299	Nicole Eggers	MWF 10:20-11:10
Prokopios: History and Rumor in the Byzantine Empire	HIST 299	Felege-Selam Yirga	MWF 3:00-3:50
History of the United States to 1877	HIUS 221	Brooke Bauer	MW 9:10-10:00, F discussions
300s			
Pre-Modern Chinese History	HIAS 389	Masha Kobzeva	TR 12:55-2:10
Modern Chinese History	HIAS 390	Shellen Wu	MWF 1:50-2:40
History of Greece II	HIEU 306	John Friend	MWF 10:20-11:10
Modern Europe 1750-1900	HIEU 319	Marina Maccari-Clayton	TR 11:20-12:35
New Testament & Christian Origins	HIEU 321	Tina Shepardson	MWF 1:50-2:40
Early Medieval Warfare	HIEU 354	Matthew Gillis	MWF 10:20-11:10
History of Monarchy in Europe	HIEU 384	Vejas Liulevicius	MWF 10:20-11:10
History of Eastern Europe	HIEU 384	Victor Petrov	MWF 11:30-12:20
Food, Health, and Society	HIME 384	Duygu Yildirim	TR 9:45-11:00
Exploring Jacksonian America	HIST 307	Michael Woods	TR 9:45-11:00
Red Dead America: Video Games and America's Violent Past	HIUS 310	Tore Olsson	TR 9:45-11:00
Native American History	HIUS 329	Brooke Bauer	TR 4:05-5:20
U.S. Constitutional History to 1877	HIUS 363	William Mercer	TR 2:30-3:45
African American Business History	HIUS 373	Brandon Winford	TR 11:20-12:35
African American History: Colonial Days to Civil War	HIUS 379	Brandon Winford	TR 2:30-3:45
American Legal History	HIUS 383	William Mercer	TR 4:05-5:20
400s			
Medieval Intellectual History	HIEU 429	Matthew Gillis	MWF 1:50-2:40
Honors: Senior Thesis I	HIST 407	Jacob Latham	W 5:20-8:20
Internship: Center for the Study of War and Society	HIST 490	Christopher Magra	MWF 9:10-10:00
The People's War: Great Britain During World War Two	HIST 499	Margaret Andersen	MWF 11:30-12:20
End of the World as We Know it: A History of Collapse	HIST 499	J.P. Dessel	TR 8:10-9:25
Global 1968	HIST 499	Chad Black	W 3:00-6:00
History of the South	HIUS 444	Luke Harlow	MWF 10:20-11:10
America and the World	HIUS 450	Robert Norrell	TR 8:10-9:25
Medicine and Healing in the Age of Slavery	HIUS 451	Kristen Block	MWF 10:20-11:10

HIEU 242: Western Civilization Since 1715**Dr. Andersen**

This course introduces students to the history of Europe from the eighteenth century to the present day. We will cover many of the major events and conflicts during this period including the French Revolution, the Industrial Revolution, the two World Wars, the Russian Revolution, and the Cold War. There will be a particular emphasis on the history of everyday life, as well as politics and culture. This course emphasizes that the study of history requires more than simply memorizing a series of names and dates. Instead, understanding and reconstructing the past is a process that involves a combination of asking questions, interpreting sources, and making arguments. It is for this reason that most of the assigned readings are primary sources that students will discuss in section.

HIEU 248: Honors Western Civilization Since 1715**Dr. Liulevicius**

This honors survey course is an intense engagement with discussing and evaluating a series of texts foundational to the Western tradition. The texts we will debate and which students will write about speak to enduring issues: What is freedom? What is the best form of political structure? What ultimate values matter most? Texts will include Plato's *Republic*, Sir Thomas More's *Utopia*, Machiavelli's *The Prince*, Hobbes' *The Leviathan*, and selections from Marx, Dostoevsky, and other modern authors.

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 include the pre-Columbian period, the conquest period, and the ensuing three hundred years of Spanish (and to a limited extent) Portuguese rule. 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. *Same as LAC 251.*

HIST 262: World Civilization II**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 relationships 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: Women of the Atlantic World, ca. 1450-1850**Dr. Block**

The four continents that bordered the Atlantic Ocean (Africa, Europe, and the Americas) were brought into world-changing interactions and conflicts from the period just before Columbus's so-called "discovery" of the New World in 1492 to the blooming of the Transatlantic Slave Trade and its repression starting in the early nineteenth century. These histories are often told in terms of big-picture changes to economics, politics, and globalization--but what if we start with ordinary people, start with WOMEN? Join me in learning more about the ways that women experienced and shaped this Atlantic World, and how history majors (men and women) can be active agents in shaping what we know about the past in moments of great inter-cultural turmoil. Students will read and review biographies of women in the Atlantic World from many different racial,

class, religious, and geographic backgrounds. They will also learn how to begin their own microhistorical study of an unheralded woman from the long-ago past. *Restricted to History majors.*

HIST 299: Living the Good Life in the Enlightenment

Dr. Phillips

What does it take to lead a happy life? If the eighteenth-century European Enlightenment had one central question, this might have been it. The famous thinkers of the period wrote treatises wrestling with this quandary, while ordinary Europeans, living in a period of growing material comfort, sought to answer it through their own everyday decisions. In this class, we'll explore the things that eighteenth-century Europeans *wrote* about happiness, as well as the concrete ways that they tried to achieve it. *Restricted to History majors.*

HIST 299: Amandla! Apartheid in South Africa

Dr. Eggers

Amandla! It means "power" in isiXhosa, one of many languages spoken in South Africa today. It was also the rallying cry of the anti-Apartheid movement. It was the call to action for many thousands of African activists who hit the streets to topple South Africa's segregationist government in the second half of the 20th century. In this course we will learn about the history of this system called Apartheid. When, where, and how did it come to exist? How did it function? What was life like under Apartheid? But we will also learn the history of the Anti-Apartheid movement - of the women, men, and children who through their intellectual work, their activism, and their sacrifice, changed the face of South African history. In the process of exploring this many-faceted history of oppression, resistance, and what lies between, we will also investigate the foundations of the historian's craft. You will learn about the conventions of historical research and writing, as you develop your own skills as a historian. To the extent it is safe and possible, this course will be a hybrid course, with both in-person and online meetings. *Restricted to History majors.*

HIST 299: Prokopios: History and Rumor in the Byzantine Empire

Dr. Yirga

Prokopios of Caesarea was the early Byzantine empire's most famous historian, and covered the reign of one of the empire's most important Byzantine rulers, Justinian I. The works of Prokopios provide a remarkable window into the complex and diverse world of the sixth-century Byzantine Empire. You will study the full range of Prokopios's works, from his tabloid journalism in the *Secret History*, to *On Buildings*, a work of imperial propaganda in verse. By studying the works of Prokopios and his contemporaries, this course will provide you with a window into the author's fascinating world. By studying this author and his work, the course will not only cover early Byzantine history, but give you an opportunity to understand how ancient, medieval, and modern historians do history. Take the first steps towards mastering the historian's craft by getting familiar with the ancient historian's craft. *Restricted to History Majors.*

300s

HIEU 384: History of Monarchy in Europe

Dr. Liulevicius

This course examines the lives, actions, thoughts, and legacies of select monarchs in European history since Charlemagne's crowning in 800. Queens and kings were taken to be human representatives of social order and hierarchies, and ideologies as different as "Divine Right" or constitutionalism were repeatedly built around them. Yet they were often beset with weaknesses, political challenges (or even rival claimants to the throne), crises of succession, and (inevitably) mortality. This upper-level course examines a series of notable monarchs (whether remembered as failures, successes, or royal celebrities) and the particular ideologies used to support their rule. We will consider Queen Elizabeth I of England, France's "Sun King" Louis XIV, Empress Catherine the Great, Empress Maria Theresa of Austria, King Frederick the Great of Prussia, the self-made conqueror Napoleon, the German and Austrian Kaisers, the last Romanov Tsar Nicholas II, and others. Our course will conclude with a special focus on the House of Windsor in the United Kingdom today, as a constantly reinvented royal family.

HIME 384: Food, Health, and Society

Dr. Yıldırım

"You are what you eat:" Eating is both a necessity and a choice. This course will explore how people around the world come to choose what they eat and where their preferences originated from in relation to culture, religion, health, environment, and technology. While eating together and sharing a common cuisine bond families, states, and religions together, food is also a taboo that makes distinctions about diverse human beings. Beginning with Galenic dietetics in antiquity, we will explore different meanings food has obtained in various societies, in particular in non-Western contexts. Topics include dietetic medicine, spiritual nourishment,

vegetarianism, intoxication, famines, war and hunger, the birth of national cuisines, the rise of fast food, and the “inventions” of obesity and anorexia.

Honors: HIST 307: Exploring Jacksonian America

Dr. Woods

Americans experienced the “Jacksonian” era (roughly 1815-1845) as one of rapid and often disorienting change. Every aspect of life—from work and leisure to voting, religious worship, and political protest—was transformed. Some people embraced change because it brought exhilarating new opportunities. Others resisted change because it threatened them with defeat, dispossession, or death. Many were ambivalent, torn between nostalgia for the past and hope for the future. As we wrestle with profound social, economic, political, cultural, and technological changes in our own time, the Jacksonian era takes on striking relevance—and inspires considerable debate. In this course, we will focus on two key themes—*work* (who should work for whom, and on what terms?) and *citizenship* (what are the rights, duties, and responsibilities of democratic citizenship, and who should enjoy them?)—as we explore Jacksonian America in all its complexity and diversity. To this end, we will develop and deploy historical skills that are essential for understanding any past time and place: reading effectively, interpreting primary sources, understanding context, and crafting and communicating a clear argument. Along the way, we will capitalize on the resources of the Papers of Andrew Jackson, a UTK-based editing project that informs the study of Jacksonian America and its most controversial figure. The course culminates with a capstone project in which students select, annotate, and analyze a document drawn from the PAJ archive.

HIUS 310: Red Dead America: Exploring America’s Violent Past Through the Hit Video Games

Dr. Olsson

How can contemporary popular culture illuminate – or distort – our understanding of the past? This course engages the highly popular video games *Red Dead Redemption* (2010) and *Red Dead Redemption II* (2018) as a gateway to exploring the central dilemmas of American life at the turn of the twentieth century (precisely, the years between 1899 and 1911 – the chronological setting of the games). Though neither game is historically “accurate” in any traditional sense, they touch upon many of the topics that historians of this era have debated for decades. We will therefore use the games as a springboard to explore weighty and complex historical topics of the Gilded Age and Progressive Era, including (but not limited to): the expansion of corporate capitalism, mythologies of the frontier, racism and the origins of segregation, crime and law enforcement, grassroots social movements, the dispossession of Native peoples, imperialism and expansionism, immigration, and the memory of the Civil War. Our geographical focus will be on the trans-Mississippi West, the Cotton South, southern Appalachia, the U.S.-Mexican borderlands, and the Caribbean. There are no prerequisites for the course, and non-History majors are encouraged to register. Students are not required to own or purchase the games, though it is expected that many will have some prior exposure to the series. Course capacity is subject to change depending on student demand.

HIUS 329: Native American History

Dr. Bauer

This course focuses on the pre-European contact period to the twenty-first century. We will explore the histories of diverse North American Indigenous people who live in the Northeast, Southeast, Midwest, Southwest, and Northwest regions. In this course, we will consider religion, social organization, and economy to learn social patterns of behavior of early American tribal groups. We will focus on some of the more significant themes, including early contact, slavery, land dispossession, boarding schools, termination, and Indigenous activism, to learn what changed. Almost every tribal group resisted colonialism in some fashion. By looking at this resistance, we can learn about their experiences with other Indigenous groups, Europeans, and Africans. Throughout this semester, we will use history, archaeology, anthropology, art, film, and fiction to consider questions centered on Indigenous perspective, focusing on the causes and consequences of cross-cultural contacts. Our mission is to explore and learn a history that you may be familiar or unfamiliar with. Still, Native American History is essential to understanding the society in which we live, and knowing this history helps build upon our cultural competency as residents of the United States.

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 373: African American Business History

Dr. Winford

In this course, we will examine the long-standing tradition of black business. "Beginning in the 1600s," notes historian Juliet E. K. Walker, "Africans in America, slave and free, seized every opportunity to develop enterprises and participate as businesspeople in the commercial life of a developing new nation." While the institution of slavery defined much of black life until the end of the Civil War, African Americans nevertheless embraced entrepreneurship. After emancipation, black business continued against the backdrop of Jim Crow segregation and in the face of tighter restrictions placed on the citizenship rights of black people at the turn of the twentieth century.

Although the success and survival of these institutions were often threatened by social, political, and economic barriers, historians oppose the idea that black business failed because of the prevailing myth that black Americans had no tradition of business involvement. To the contrary, black businesses did not reach the heights of their white counterparts because they lacked the government support those white businesses had from the beginning of the country's founding. This government support continued in the way of public policies, which legally excluded African Americans from accessing these benefits. Despite the realities of economic discrimination, black people contributed significantly to the entrepreneurial spirit that has characterized American society, while at the same time improving the overall conditions of African Americans.

HIUS 379: African American Experience from the Colonial Period to the Civil War

Dr. Winford

This is a survey course designed to introduce students to African and African American life and culture before the Civil War. The experience of African Americans during these years was one of great suffering as well as triumph. Special emphasis will be placed on African American social, religious, economic, and intellectual development. We will explore a variety of themes through the use of secondary and primary sources. Topics include varieties of slavery, the development of racial slavery, free black communities, the rise of African American culture, identity, gender, religion, protest, resistance, changing notions of freedom, colonization, and abolition. Students should remember that African American history must be studied within the context of United States history. Hence, some time will be spent discussing American history more generally to highlight the black experience. *Same as AFST 376.*

HIUS 383: American Legal History

Dr. Mercer

What is law? Where is it created? Who has a hand in the process? How can the study of law help us understand the development of American history? This class does not require any pre-existing legal knowledge, nor is it limited to pre-law students. Rather, this course is for anyone seeking to understand how Americans have made and used law from the creation of the republic through the present day.

400s

HIST 407: Honors Senior Thesis

Dr. Latham

The History 407 seminar will guide you through the first stage of writing your senior honors thesis. Over the course of the spring semester, you will define a workable topic for the thesis, formulate a research question, find a suitable initial primary source base, master the core secondary literature for your topic, and write a 20-page chapter draft. *Restricted: by Honors coordinator permission.*

HIST 499: The People's War: Great Britain During World War Two

Dr. Andersen

This senior research seminar will focus on Britain during the Second World War, with particular emphasis on collective memory. The first half of the semester will serve as an introduction to both this rich historical topic and its historiography. Topics will include the Blitz, the evacuation out of Dunkirk, refugees and humanitarian efforts, food and provisioning, Winston Churchill and his legacy, gender and family life, and wartime propaganda. Students will learn about *the myth of the blitz* which, along with the concept of *the people's war*, had political importance even decades later. The second half of the semester will be devoted to writing and revising research papers. Students will develop a research question, engage with primary and secondary sources, and produce an original research paper. *Restricted to History majors.*

HIST 499: End of the World As We Know It: A History of Collapse

Dr. Dessel

Restricted to History majors.

HIST 499: Global 1968

Dr. C. Black

To many, the world felt like it was on a revolutionary precipice in 1968. Assassination, protest, uprising, war, utopian dreams, consciousness... so much seemed to be on the table. The heaviness of that year, of its possibilities and its threats, continues to haunt the global politics of accumulation, even as dreams of change have ceded to a capitalist realism. This class will ask the question, "What were the stakes of 1968?" Students will read theories and histories that defined the moment, often synonymous with the shorthand of their location and time: Japan '68, Mexico '68, May '68, etc. Students will conduct research and write capstone papers on some aspect of Global 1968, following the themes of the course. The stakes of that paper are graduation!

Restricted to History majors.

HIUS 443: Medicine and Healing in the Age of Slavery

Dr. Block

From the fetid holds of slave ships from Africa to slave markets in the Americas, enslaved people's grueling lives on plantations and city spaces required constant reckoning with physical and spiritual "dis-ease." What abuses were practiced in the name of medicine? How did enslaved people create effective therapeutic communities in such a hostile world? This class will center on one Big Question: What was the relationship between medicine and healing in the Age of Slavery? Our readings will begin with the Western construction of race as a physical, medical, and biological "fact." We will contrast the practical realities of medicine and sickness in lived experience with enslaved communities' use of herbal traditions and healing ritual that they employed to address afflictions of body and spirit. Finally, we will also consider the ethical implications of the intertwined history of race and science and its legacies today.

HIUS 444: History of the South

Dr. Harlow

This course explores the history of the American South from the colonial era to the recent past. Students will consider the role of regionalism in American history, especially the idea of the "South" as distinctive from the United States as a whole. Students will consider the multivalent meaning of the "South" as a cultural marker, and question the notion of monolithic southern identity. We will explore the rise and fall of the slavery system, the Civil War era, the origins of Jim Crow segregation, the impact of the New Deal and World War II, the freedom struggle of the civil rights movement, the emergence of the "Sun Belt," and southern political realignment in the late twentieth century. All along the way, we will also consider questions about southern identity and cultural patterns (including foodways and folkways).

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.