

Spring 2023

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.

Course Name	Course	Professor	Day & Time
200s			
Development/Western Civilization to 1715	HIEU 241	Jacob Latham	TR 11:20-12:10 w/discussions
Development/Western Civilization to 1715	HIEU 241	Lorraine Herbon	MWF 10:20, 1:50, 3:00
Development/Western Civilization 1715-Present	HIEU 242	Denise Phillips	MW 9:10-10:00 w/ discussions
Development/Western Civilization 1715-Present	HIEU 242	Minami Nishioka	TR 11:20, 2:30, 4:05
Development/Western Civilization 1715-Present	HIEU 242	Patricia Rutenberg	MWF 8:00-8:50
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	MWF 3:00-3:50 and O/A
Honors: Development/Western Civilization 1715-Present	HIEU 248	Patricia Rutenberg	MWF 9:10-10:00
Modern Latin American & Caribbean Studies	HILA 256	Chad Black	TR 11:20-12:35
History/World Civilization to 1500	HIST 261	Nicole Eggers	TR 8:10-9:25 w/discussions
History/World Civilization to 1500	HIST 261	Alyssa Culp	MWF 8:00, 9:10, 10:20
History/World Civilization to 1500	HIST 261	Jordan Amspacher	MWF 11:30, 1:50, 3:00
History/World Civilization 1500-Present	HIST 262	Duygu Yildirim	MW 11:30-12:20 w/discussions
History/World Civilization 1500-Present	HIST 262	Marina Maccari-Clayton	MWF 4:10-5:00
History/World Civilization 1500-Present	HIST 262	Claire Mayo	TR 8:10, 11:45, 12:55
Myths, Memory, and Monuments in American History	HIST 299	Robert Bland	MWF 1:50-2:40
Saints and Sanctity in the Middle Ages	HIST 299	Robert Bast	TR 2:30-3:45
The Impact of Aleksandr Solzhenitsyn's Gulag Archipelago	HIST 299	Vejas Liulevicius	TR 9:45-11:00
United States: 1877 to the Present	HIUS 222	Brandon Winford	MW 9:10-10:00 w/discussions
300s			
African History Since 1800	HIAF 372	Nicole Eggers	TR 11:20-12:35
Early Middle Ages	HIEU 311	Matthew Gillis	TR 9:45-11:00
Late Middle Ages	HIEU 313	Sara Ritchey	TR 12:55-2:10
Renaissance Europe	HIEU 314	Robert Bast	TR 4:05-5:20
Contemporary Europe	HIEU 320	Victor Petrov	TR 12:55-2:10
Martyrs and Monks: Christian History, 100-800 CE	HIEU 322	Tina Shepardson	TR 11:20-12:35
Humanitarianism and the Two World Wars	HIEU 339	Margaret Andersen	TR 11:20-12:35
The Byzantine Empire 330-1453	HIEU 383	Felege-Selam Yirga	MWF 1:50-2:40
Archaeology of Ancient Israel	HIME 382	JP Dessel	TR 12:55-2:10
Colonial America to 1763	HIUS 350	Brooke Bauer	TR 9:45-11:00
The American Revolution	HIUS 351	Christopher Magra	MWF 8:00-8:50
The Civil War and Reconstruction Eras	HIUS 353	Luke Harlow	TR 9:45-11:00
United States 1933-Present	HIUS 355	Robert Norrell	TR 11:20-12:35
Free Speech Fights: The First Amendment in U.S. History	HIUS 361	William Mercer	TR 4:05-5:20
U.S. Constitutional History 1877-Present	HIUS 364	William Mercer	TR 12:55-2:10
Food and Power in U.S. History	HIUS 365	Tore Olsson	MWF 9:10-10:00
African American History Civil War to the Present	HIUS 380	Brandon Winford	MWF 11:30-12:20
Native American Women's History	HIUS 383	Brooke Bauer	TR 2:30-3:45
400s			
History of Sport in Latin America	HILA 484	Chad Black	TR 12:55-2:10
Honors: Senior Thesis II	HIST 408	Jacob Latham	W 5:20-8:20
The Computer and Society	HIST 499	Victor Petrov	TR 9:45-11:00
Women in the Atlantic World	HIST 499	Kristen Block	TR 12:55-2:10
The Medieval Game of Thrones	HIST 499	Matthew Gillis	TR 2:30-3:45
Tennesseans And War	HIST 499	Christopher Magra	MWF 9:10-10:00
The Great Migration	HIUS 484	Robert Bland	MWF 10:20-11:10
Introduction to Public History	HIUS 484	Patricia Rutenberg	W 1:50-4:50

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 299: Myths, Memory, and Monuments in American History**Dr. Bland**

This introductory history course examines the relationship between history and memory in the United States. How is history as an "objective" academic discipline different from the more subjective world of memory? Who gets to produce History and what does that production process look like? Why are myths often more popular than academic history? What role do statues, monuments, and museums play in upholding local and national values?

In doing so, this course will provide students with an overview of the history of the New South. Over the course of the semester, you will be introduced to primary and secondary sources that highlight the rise of "Myth of the Lost Cause" and the proliferation of Confederate monuments. In addition to weekly discussion board posts, Students will be expected to write three short papers over the course of the semester. *Restricted to History majors.*

HIST 299: Saints and Sanctity in the Middle Ages**Dr. Bast**

This course is an introduction to the discipline of history, using sources that illuminate diverse and changing conceptions of sainthood and holiness in men, women and children from late antiquity through the fifteenth century. Official church teaching held that saints were especially holy people, posthumously in heaven, yet continually "present" and accessible as mediators, protectors, and miracle workers. Standard devotional works like saints' *Vitae* ("Lives") aimed to educate and edify clergy and laity alike. Yet historians have learned to glean much evidence from these texts about a host of ancillary details that inform us about the socially conditioned concept of holiness, and how it changed across boundaries of time, gender, class and culture. We will follow their lead. *Restricted to History majors.*

HIST 299: The Impact of Aleksandr Solzhenitsyn's Gulag Archipelago**Dr. Liulevicius**

How much difference can one book really make? Russian dissident Solzhenitsyn's *Gulag Archipelago*, when it appeared in the 1970s, caused global shockwaves. It appeared to be a message from another world that seemed to defy description: the brutal labor camps of the Soviet Union, expanded to their fullest extent by Josef Stalin and experienced by the author and millions of others. It has been aptly said that this book was both an attempt

to write history and made history itself. This book first circulated underground in the USSR in secretly typed copies, passed from hand to hand, and then was published worldwide. After reading the book in its authorized abridged translation, we'll examine the reception of this tome abroad, the context of its creation, the complex character of its author, and its global impact. Engaging in this study will allow us more broadly to consider and understand the task and challenges of the writing of history, the nuances of primary sources and their meanings, the conversations that secondary sources have with each other, the meanings of historical agency, contingency, recurring patterns, and the ultimate significance of the historian's craft. *Restricted to History majors.*

HIUS 222: History of the United States, 1877 to the Present

Dr. Winford

A general survey of U.S. history from Reconstruction to the present, emphasizing the Industrial Revolution, social and agrarian movements, and aspects of 20th century American history. This course is designed to give students an understanding of the historical forces that have shaped the United States since 1877. In addition, this course will provide you with the analytical tools and practice in using them in order to enhance your ability to think critically about historical issues. This course is based on the notion that virtually every facet of your life will be affected by the events that have taken place in the past. History is not just a recounting of past events, wars, and leaders with no relevance to our life today. Rather, history affects each and every one of us every day. Furthermore, as the historian Edward H. Carr has written, history is "a continuous process of interaction between the historian and his [or her] facts, an unending dialogue between the past and the present." In other words, history changes from one generation to the next as historians reevaluate and reinterpret history.

Today history is no longer just the story of "great" men, as it once was. Instead, historians now recognize that our past is a product of "multiple voices." To clearly understand American history, we must learn the stories of the many different peoples and cultures that have shaped and been shaped by historical processes and events. To do this we will study the various cultures that combined to form the United States. Economics, culture, war, ideas, science, and power all play a role in history. Therefore, a proper study of history requires us to understand these themes and subjects, and this course encourages us to analyze historical development from an interdisciplinary perspective. We will focus on the interaction between race, class, and gender and the development of economic systems, political systems, technological change, and ideologies. Finally, we will examine the role played by social movements in shaping American history.

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.*

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 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 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 339: Humanitarianism and the Two World Wars

Dr. Andersen

This course explores the catastrophic impact of the two world wars on European societies and how these crises shaped ideas of human rights and humanitarianism. Focusing primarily on the period 1914-1948, we will consider how governments, relief organizations, and international organizations framed discussions of human rights, sought to alleviate suffering, and create a more peaceful world.

HIEU 383: The Byzantine Empire 330-1453

Dr. Yirga

This course will be a survey of the history of the Byzantine Empire, from the foundation of Constantinople to the capture of the same city by Ottoman Turks in 1453. Students will study the political, economic, social, and cultural factors that effected the evolution of "Roman" identity in the Byzantine empire as its frontiers shrunk and examine its relationships with other polities and peoples in Africa, the Near East, and Europe. Students will also uncover the impact of the Byzantine state on the development of medieval and early modern Europe, as well as the emergent Ottoman Empire and its Arab antecedents.

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.*

HIUS 350: Colonial America to 1764

Dr. Bauer

In this course, we will examine the new world that Native Americans, West Africans, and Europeans created in North America. We will investigate different events and developments which have shaped the American past, beginning with the history of the original Native American inhabitants, and finishing with the end of the Seven Years' War. We will analyze the social structures of Native communities, major characteristics of colonial exploration and colonization, the politics, economics, and social structures of European colonies, colonial powers and conflicts, and the lives of the enslaved to gain a better understanding of the causes of the American Revolution.

HIUS 351: The American Revolution

Dr. Magra

If you enjoy dramatic stories about the birth of the United States of America that involve Sons of Liberty and tar, then this course is for you. Each week, we will focus on a heart-rending, pulse pounding narrative. You've heard all these stories before. But, not like this. We will go inside each story and examine eyewitness accounts. We will decide for ourselves whether the Sons of Liberty were heroes, terrorists, or a bit of both.

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: United States 1933-Present

Dr. Norrell

This course will examine the main domestic events in American since the First World War. It will focus on political events throughout the twentieth and twenty-first centuries and the impact of two world wars and the Cold War on American domestic life. It will cover the great social changes of the twentieth century and their impact as well as accompanying cultural events. It will chart the course of the civil rights movement from the 1930s to today, and it will the various rights revolutions that followed in the 1970s and after. It will explore the emergence of an all-encompassing consumer culture that shapes and often dictates tastes. The course will focus on the theme of Americans' sense of security, what decisions were made to achieve security, and the persistent feelings of insecurity among our population.

HIUS 361: Free Speech Fights: The First Amendment in United States History

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 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 wartime, and the emphasis on individual rights.

HIUS 365: Food and Power in United States History

Dr. Olsson

"Tell me what you eat, and I will tell you what you are," wrote the French gastronome Jean Brillat-Savarin in the 1820s. Following this nugget of wisdom, this course explores American history, from pre-Columbian times to the present, through the lenses of food and agriculture. As the word "power" in the title suggests, the course

will emphasize social, political, economic, and environmental questions. Particularly, how did divisions of race, class, and gender shape the growing and eating of food in the United States? How have Americans engaged with the natural world in the attempt to feed themselves, and what consequences have come of it? How did the adoption of an industrial ethos in the production and retailing of food remake relationships between producers and consumers, farmers and the land, and the United States and the greater world? Topics include, among others: hunting, colonialism and slavery, the meatpacking industry, industrial agriculture, the genetic modification of food crops, the Green Revolution, gender relations in the kitchen, and transgenic foods. While the course begins in the pre-modern era, its chronological emphasis will be on the nineteenth and twentieth centuries. Readings will draw on primary historical sources, scholarly secondary materials, and contemporary journalistic pieces.

HIUS 380: The African-American Experience, Civil War to the Present

Dr. Winford

This course is designed to introduce students to African and African American life and culture after 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 black social, religious, economic, and intellectual development. The focus of this course will be on the challenges faced by the newly freed slaves as they merged into a white society that was not prepared to incorporate them. Students should remember that black history must be studied within the context of United States history. Hence, some time will be spent discussing American history to highlight the black experience. *Same as AFST 380.*

HIUS 383: Native American Women's History

Dr. Bauer

This course will examine the lives and histories of Indigenous women of North America from the earliest days of European colonization to the 20th century. Students will learn about Indigenous Americans' constructions of gender, and how those constructions have changed over time. We will supplement readings with films and documentaries, allowing students to analyze the differences between academic and popular portrayals of Indigenous women. Topics will include colonization and decolonization, identity, sovereignty, activism, leadership, kinship, stereotypes, and public images.

400s

HILA 484: History of Sport in Latin America

Dr. C. Black

Modern organized sports swept to popularity in Latin America in the late nineteenth century first with the region's elite and middle classes. They mingled with older festival and regional past times such as bull fighting and horse racing, but offered a vision for self improvement, as a civilizing tool, and then later were embraced by the masses. This course will analyze the history of sport in Latin America, from the pre-conquest ball game to modern sports like fútbol (soccer), boxeo (boxing), béisbol (baseball), and as a window to how people imagine themselves, their values, their participation in local and national communities of citizenship, and more. We will also analyze the impact of international sporting events on the region, including the Olympics and the World Cup.

Same as LAC 484.

HIST 408: Honors Senior Thesis

Dr. Latham

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: The Computer and Society**Dr. Petrov**

It is almost a cliché to say we live in an inter-connected, computerized world today: from the machines in our pockets to the one in your fridge or flying above you in space, it seems that the paramount technology of the day is that of the microchip. But how did we get here, and are we actually here yet? Where is 'here'? What was the promise of computing and automation, and how did it differ depending on the time and place you were in?

This course, as the capstone class for your major, will look at these questions through a history of computing and automation, and ask you to carry out your own research project based on primary research. We will cover both the history of computing and automation as an idea from earliest times, and its myriad practices as it took shape in the 19th and 20th centuries. We will also look at how these ideas and promises made by computing intersected with the societies they were supposed to transform, and the politics they informed. While the history of computing is often confined to the West, we will take in as many perspectives – geographically and intellectually – as possible. *Restricted to History majors.*

HIST 499: Women in the Atlantic World**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 metastization of the Transatlantic Slave Trade and its slow disintegration 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, and start with women? Knowledge of Women's/ Atlantic history is not assumed at the outset of the class, but by the end of the course all students should have some understanding of the broad historical debates for how women fit into the major historical trends of the era (colonialism, slavery, Enlightenment, and independence movements) as well as how social histories of "ordinary life" transformed what we know about how women lived their lives in the sixteenth-eighteenth centuries. The course structure will help students choose an appropriate topic and to develop research and writing skills over the course of the semester. *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: Tennesseans and War**Dr. Magra**

This course relies on the archival collections and military history library located in the Center for the Study of Tennesseans and War in Hoskins Library. Students will pick a Tennessean who has been involved in a war between 1700 and the present day. They will read about that war and research that person. At the end of the semester, students will write a final paper that puts the Tennessean's story in a larger context related to the war.

HIUS 484: The Great Migration

Dr. Bland

This upper-level seminar explores the impact of the Great Migration in the United States. Exploring the social, cultural, and intellectual dimensions of the massive upheaval of six million Black southerners leaving the world of their ancestors for the major urban centers in the Northeast, Midwest, and West Coast. In doing so, students will explore several important chapters of urban history including the Harlem Renaissance, the Black Freedom struggle and the rise of groups like the Black Panthers, and the impact of policies like redlining, urban renewal, deindustrialization and mass incarceration.

This course is cross-listed with AFST 435. In addition to weekly readings, students will be expected to produce two short papers and one longer paper at the end of the semester.

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).