

# Fall 2023 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 – updates will be circulated as needed. Schedule subject to change.

Course Name	Course	Professor	Day & Time
<b>200s</b>			
Development/Western Civilization to 1715	HIEU 241	Robert Bast	TR 11:20-12:35
Development/Western Civilization to 1715	HIEU 241	Patricia Rutenberg	MWF 9:10-10:00 and O/A
Development/Western Civilization to 1715	HIEU 241	TBA	MWF 1:50, 3:00, 4:10
Development/Western Civilization 1715-Present	HIEU 242	Monica Black	MW 9:10-10:00, F discussions
Development/Western Civilization 1715-Present	HIEU 242	TBA	TR 12:55, 2:30
Development/Western Civilization 1715-Present	HIEU 242	Marina Maccari-Clayton	MWF 3:00, 4:10
Honors: Development/Western Civilization to 1715	HIEU 247	Patricia Rutenberg	MWF 11:30-12:20
Honors: Development/Western Civilization 1715-Present	HIEU 248	Victor Petrov	TR 11:20-12:35
Early Latin American & Caribbean Studies	HILA 255	Beau Gaitors	MWF 11:30-12:20
Science, Medicine and Technology in World Perspective	HIST 200	TBA	TR 9:45, 11:20
History/World Civilization to 1500	HIST 261	Charles Sanft	MW 10:20-11:10, F discussions
History/World Civilization to 1500	HIST 261	TBA	MWF 8:00, 9:10
History/World Civilization to 1500	HIST 261	TBA	MWF 1:50, 3:00, 4:10
History/World Civilization 1500-Present	HIST 262	Kristen Block	TR 9:45-11:00, F discussions
History/World Civilization 1500-Present	HIST 262	TBA	TR 2:30, 4:05
History/World Civilization 1500-Present	HIST 262	TBA	MWF 8:00, 10:20, 11:30
History of Space	HIST 299	Victor Petrov	TR 4:05-5:20
Native American Boarding School History	HIST 299	Brooke Bauer	TR 11:20-12:25
History and Legend in the Medieval Empire	HIST 299	Matthew Gillis	TR 2:30-3:45
History of the United States to 1877	HIUS 221	Luke Harlow	MW 8:00-8:50 w/F disc
<b>300s</b>			
History of Africa to 1800	HIAF 371	TBA	MWF 4:10-5:20
Modern Chinese History	HIAS 390	TBA	MWF 10:20-11:10
Chinese Intellectual History: The Early Period	HIAS 394	Charles Sanft	MWF 11:30-12:20
New Testament & Christian Origins	HIEU 321	Tina Shepardson	MWF 1:50-2:40
Early Medieval Warfare	HIEU 354	Matthew Gillis	TR 11:20-12:35
History of Monarchy in Europe	HIEU 384	Vejas Liulevicius	MWF 10:20-11:10
Middle East, 600-1050	HIME 366	Emma Snowden	MWF 1:50-2:40
Early Jewish History	HIME 383	JP Dessel	TR 11:20-12:35
Honors: History at Play: Critical Moments in Modern History	HIST 397	Marina Maccari-Clayton	MWF 1:50-2:40
Rise and Fall of Slavery in the U.S.	HIUS 300	Robert Bland	TR 2:30-3:45
Native American History	HIUS 329	Brooke Bauer	TR 4:05-5:20
U.S. Civil War and Reconstruction (120 cap)	HIUS 353	Luke Harlow	MWF 9:10-10:00
History of Black Business in the United States	HIUS 373	Brandon Winford	MWF 11:30-12:20
African American Women's History	HIUS 376	Bayyinah Jeffries	MWF 10:20-11:10
<b>400s</b>			
Slavery in the Early Americas	HILA 450	Beau Gaitors	MWF 3:00-3:50
Honors: Senior Thesis I	HIST 407	Jacob Latham	W 5:20-8:20
Internship: Study of Tennesseans and War	HIST 490	Christopher Magra	MWF 9:10-10:00
Apocalypticism in Late Medieval and Reformation Europe	HIST 499	Robert Bast	M 4:10-7:10
The People's War: Great Britain in World War II	HIST 499	Margaret Andersen	TR 8:10-9:25
Eighteenth-Century Childhoods	HIST 499	Denise Phillips	TR 9:45-11:00
Honors: Animals in American Life	HIST 417	Ernest Freeberg	TR 8:10-9:25
The American West	HIUS 441	Robert Norrell	TR 9:45-11:00

## 200s

### **HILA 255: Early Latin American and Caribbean Studies**

**Dr. Gaitors**

Despite their proximity, the countries of Latin America remain a mystery to most citizens of the United States. Here's a chance to get acquainted. This is a general survey course, the purpose of which is to explore the principal historical themes of Latin America during the colonial period (roughly from the sixteenth to the early nineteenth centuries). Over the course of the semester, we will examine in detail several crucial themes of this formative period in Latin American history – the age of conquest, Spanish and Portuguese Indian policies and native responses, institutional structures of the colonial world, the multi-racial composition of colonial society, economies and labor systems, the age of imperial reforms, and finally, the growth of distinctive “American” identities on the eve of independence.

Our examination of the colonial period will not be a simple exercise in rote memorization, but rather an opportunity to ponder the historical dynamics that laid the foundation for modern Latin America. It might also serve as a way to think about the assumptions about how we live, work, and interact in our own society. *Same as LAC 251.*

### **HIST 299: History of Space**

**Dr. Petrov**

*Restricted to History majors.*

### **HIST 299: Native American Boarding School Era**

In the late 1800s, “Indian” boarding schools were founded to eradicate Native American cultural traditions. The goal of these schools was to assimilate Native children to mainstream American society and culture. Instead, the children wound up traumatized by their experiences at the schools and their families, communities, and nations confronted negative effects from this assimilation policy for decades. This course will focus on the federal government's Indian policy of educating Native children, concentrating on U.S. and Canadian Indian boarding schools of the 1870s through the 1910s. The course will approach this history make use of the historians' craft and the language used in the discipline, allowing them to practice critical thinking and writing skills used by historians. *Restricted to History majors.*

### **HIST 299: History and Legend in the Medieval Empire**

**Dr. Gillis**

This course is an introduction to the history of the Middle Ages that focuses on legends of Roman and medieval emperors preserved in the twelfth-century German *Kaiserchronik* (*Chronicle of the Emperors*) as exciting stories of historical, cultural and intellectual significance. We will examine these legends not only to develop a nuanced and sophisticated understanding of the pre-modern past, but also to cultivate our knowledge of *historical thinking*, or the discrete set of skills, practices, perspectives and understandings that make up the historian's art. In this sense, the course also serves as an introduction to the historical discipline. It is intended to help history majors begin using a *disciplined historical imagination to create experiences, understandings, insights, and stories of the past* from surviving source materials – in other words, the course is designed to help students become part of the collective project of illuminating the past for us now in the present. To this end, we will read selective primary and secondary sources, and work on various assignments (some in class) to develop our skills as critical and creative readers, writers, thinkers, and historians. *Restricted to History Majors.*

### **HIUS 221: History of the US to 1877**

**Dr. Harlow**

This course surveys American history from the colonial period through the Reconstruction era, focusing upon the formation of the United States and the forces promoting unity and division in the new nation. We will especially consider conflicting concepts of “freedom” and focus on the role of race and slavery in American history to 1877.

## 300s

### **HIEU 354: Early Medieval Warfare**

**Dr. Gillis**

This course examines the history of warfare in Europe and the Mediterranean world during the years 350-1000 CE – the period stretching from the end of the Roman Empire in the West to the century preceding the First Crusade. During the semester there will be lectures and discussions of sources in key areas of early medieval

military history. Our study will take a broad look at war, which includes not only the experiences of armies, battles and sieges, but also the effects of warfare on non-combatants, the links between religion and war, and the wider cultural understanding of warfare in the early Middle Ages. In addition to increasing our knowledge of the past, participants in the class will work to improve numerous important skills, including: critical thinking, essay writing, reading and analyzing sophisticated materials, and developing and supporting intellectual arguments. This is a writing-emphasis course.

### **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 of "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. We consider a series of notable monarchs (whether remembered as failures, successes, or royal celebrities) and the particular ideologies used to support their rule. We will discuss 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 Kaisers, the last Romanov Tsar Nicholas II, and others. Our course will end with a special focus on the House of Windsor in the United Kingdom today, as a constantly reinvented royal family.

### **HIME 366: History of the Middle East, 600-1050**

**Dr. Snowden**

This course will cover the political, religious, and cultural history of the Middle East and the Islamic world from about 600 to 1050 CE. Among other things, we'll explore the rise and spread of Islam throughout Afroeurasia, read about Muslims traveling into Viking territory, follow the exploits of women warriors, analyze epic poetry, and trace the translation of ancient scientific and philosophical knowledge into Arabic. By the end of the semester, you'll have an appreciation for the breadth and diversity of the Islamic world in the early Middle Ages. *Same as MEST 366.*

### **HIME 383: Ancient Jewish History**

**Dr. Dessel**

This course serves as an introduction to the history, religion and culture of the Jewish people from the biblical period through the 6<sup>th</sup> century C.E. This course will acquaint students with a variety of primary sources central to the study of ancient Judaism, including biblical texts, historical sources, early Jewish writings, and archaeological data. A major emphasis will be the study of Jewish interactions within majority cultures that not only shaped the socio-cultural dimensions of the Jewish people but also their communal organization. Topics that will be examined in detail include; the origins and development of Israelites and ancient Israel, the cultural confrontation with Greco-Roman Hellenism and early Christianity, and the evolution of Rabbinic institutions and literature. *Same as JST 383.*

## **[Honors] HIST 397: History at Play: Critical Moments in Modern History**

### **Dr. Maccari-Clayton**

This course explores critical moments in history through the lenses of Reacting to the Past (RTTP), an active-learning pedagogy of role-playing games designed for higher education. In this live-action class, you and your classmates will assume the identities of major, minor, and little-known figures from the past to debate key ideas and texts that have shaped the modern world. Reacting roles, unlike those in a play, do not have a fixed script and outcome: while you'll be obliged to adhere to the philosophical and intellectual beliefs of your historical figure, you & your allies must work together to devise the best strategy to achieve your victory objectives by formal speeches, informal debates, negotiations, vote-taking, and (at times) conspiracy. For more information, contact Dr. M at [mmaccari@utk.edu](mailto:mmaccari@utk.edu)

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

### **Dr. Bland**

In this course, students will explore the destruction of slavery in the United States. Emphasizing the various strategies that enslaved and free African Americans deployed in their quest to topple the slave-power regime in the South and anti-black racism in the North. Most importantly, the class examines emancipation as not only a momentous turning during the Civil War but also a century-long battle that was waged by multiple generations of black men and women. *Same as AFST 300.*

## **HIUS 329: Native American History**

### **Dr. Bauer**

This course explores the histories of many hundreds of diverse Native American people, their relationships, and how they change over time. We will study their experiences in North America and their experiences with one another, Europeans, and Africans from early times to the twenty-first century. The course will focus on the legacies of colonialism, and especially how, as a result of colonialism, Native people have to negotiate their identities, family relationships, legal rights and responsibilities, economic autonomy, and connections to the land in unique ways.

## **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 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 376: African American Women's History**

**Dr. Jeffries**

This course focuses on African American women's history in the United States. Students explore how African American women engaged in local, regional and national struggles for full citizenship. In addition, students examine questions such as: What is African American women's history? Why do we study African American women's history? How did African American women contribute to, engage in, challenge, and experience the social, political, religious, and cultural landscape of what becomes the United States. Through a combination of books, short readings, films and other primary sources we will investigate the complex and dynamic experiences of Americans, specifically Black women in the United States. *Same as AFST 375 and WGS 376.*

## **400s**

### **HILA 450: Slavery in the Americas**

**Dr. Gaitors**

The term "slavery" immediately brings to mind the transatlantic slave trade to the U.S. and U.S. cotton and tobacco plantations in the South. However, the United States was not the only recipient of enslaved Africans. The British, Dutch, French, Portuguese, and Spanish brought the vast majority of enslaved Africans across the Atlantic to assume the labor conditions in the Caribbean, Central America, and South America. In fact, only about 5% of the total number of people forced into the Trans-Atlantic Slave Trade arrived in the United States. About 50% arrived in Central and South America to places like Brazil, Colombia, Mexico, Panama, Peru, and Venezuela. Roughly 45% arrived in the Caribbean where they ended up in places like Cuba, Haiti, and Jamaica. Beyond cotton plantations, enslaved individuals worked in a variety of settings: in silver and gold mines, sugar plantations, docks in seaports, and as skilled laborers in cities. In this course we will couple primary sources such as artwork, government documents, newspapers, maps, and personal journals with peer-reviewed articles and books to expand our understanding of the complexities of slavery and abolition in the Americas. And through written and verbal discussions we will interrogate the social, economic, and political contributions that enslaved Africans made to the Americas from the 15<sup>th</sup> through 19<sup>th</sup> centuries.

### **[Honors] HIST 407: 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.*

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### **HIST 499: Apocalypticism: Imagining the End of History**

**Dr. Bast**

This is a course about the end of history – or rather about how human beings imagine that end. We will explore the long tradition of Christian eschatology as well as particular manifestations of that tradition in specific apocalyptic movements in late-medieval and Reformation Europe. What we learn about those movements will serve as the foundation for student research projects, though students may propose situating their research in other cultural or chronological contexts. Course time will be divided into unequal segments that include 1). readings about Apocalypticism in specific cultural contexts; 2). Study of the mechanics of research and academic writing; 3). Individual research under

the direction of the instructor and 4). Discussion and presentation of seminar projects. *Restricted to History majors.*

### **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 and the home front. 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: Eighteenth-Century Childhoods**

**Dr. Phillips**

*Children are our best hope for a better future.* This statement is a truism in our own culture, but in eighteenth-century Europe, it was a new idea. In fact, many of our own understandings of childhood can be traced back to this time period. In this section of HIST 499, we will research eighteenth-century European debates about childrearing, along with all of the larger questions they raised. How much is it possible to reshape society by reshaping the next generation? And if change is possible, what sort of change should it be? *Restricted to History majors.*

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### **[Honors] HIUS 417: Animals in American Life**

**Dr. Freeberg**

In this course we will examine the many ways that American society has been shaped by its relationship with animals. Other species feed us, serve us, comfort and amuse us, threaten or annoy us. As one historian puts it, *Some We Love, Some We Hate, Some We Eat*. Recently, historians and philosophers have helped us to consider the essential and varied relationships between humans and our fellow species. These histories, exploring everything from fleas to elephants, codfish to cats, raise important ethical questions and help us see the human story in surprising new ways. Students in this honors course will get a chance to formulate, research and present their own work, uncovering some fascinating stories along the way.

### **HIUS 441: The American West**

**Dr. Norrell**

This course explores the history of places that have been called the American West. It starts with the prehistoric occupation of North America by Indigenous peoples migrating from Asia to North America and then follows the spread of these peoples over the continent. It explores the European invasion and the eventual creation of a new occupying nation, the United States. The course will examine various "Indian wars" that challenged Euro-American settlement and whites' forced removal of Indigenous peoples westward across the continent. Later in the course, the systematic slaughter of the bison and genocide of many Indigenous groups will become a focus. It will cover the discovery of gold, the proliferation of the Manifest Destiny ideology, 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 hopes among distinct groups 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 acute problems in human relations. In the twentieth century, the West experienced environmental problems, even catastrophe. All along, it developed a unique place in U.S. cultural memory.