

# Course Descriptions for History Spring Semester 2010

## **History 301: Sexuality in Early America (3 credits) Dr. Miracle (Tuesday 2-450)**

People in colonial and revolutionary America thought about sex a lot. They talked about it openly, practiced it freely (sometimes to the chagrin of the establishment and sometimes not), and used it as a political tool. Sexual “indiscretions”, between men and women and men and men helped make the period one of the richest for studying the interplay between sex and power. This class will explore both how restrictions on the practice of sex in early America changed and how various people used the concept of gender to justify access (or denial) to a woman’s body—and this in turn reinforced and justified a variety of policy decisions—regarding slavery, rape, and marriage to name a few.

## **History 301: Gay and Lesbian History (3 credits) Dr. Miller (MW 2-320)**

In the larger realm of history, the experience of gay and lesbian people tends to get buried under the wealth of historical literature produced on a yearly basis. This course seeks to rectify that problem by focusing on the gay and lesbian experience in American History, from the beginning through the modern era. Yet, our course begins with a fundamental problem: the gay and lesbian experience in America remains largely unexplored and undocumented, as thousands of members of the community live “in the closet” or have not chosen to reveal their identity in their writings. Despite the hurdles, historians have been creative in finding sources and have only just begun to unearth this fascinating and relevant series of stories that defines a non-traditional American experience.

The course will begin with exploring acts of sexuality that were seen as deviant in the colonial era. Students will understand how the culture of the nineteenth century created an environment where men and women started to define themselves as gay. We will spend a considerable amount of time looking at the emergence of gay identity into the modern era. At the same time, students will examine the hurdles to gay identity, including political and public reaction from the 1950s into the modern era. After a discussion of Stonewall and the gay rights movement, students will spend the final five weeks examining gay and lesbian history today, covering the AIDS crisis, gay visibility and invisibility in the media, gay culture and stereotypes, the debates about adoption, domestic partnership and marriage as well as the hurdles gays and lesbians face today. Our class will utilize a variety of materials, including documents, articles, books and films to examine gay identity, culture and history. Students will diligently read 5 books and a series of documents and articles, offer elegantly written contributions in the form of papers and examinations and intelligently debate the issues. It is required that all students enter the class with an open mind to respectfully debate the material.

## **History 301: American Religious History (3 credits-ONLINE) Dr. Miller**

Religion and spiritual beliefs have always been a dominant force in American History and culture. Some of the very first settlers to arrive in America came to practice their beliefs, forge new denominations and seek a spiritual co-existence with God. At times, in a history course, it is very easy to overlook the influential role religion has played in shaping our country. Students will spend the semester examining the nature and evolution of religion and religious beliefs throughout American history. The variety of religious beliefs and the freedom of religion will stand at the heart of all of our explorations throughout the semester. We will begin our exploration by examining Native American spiritual beliefs, followed by a discussion of colonial religion and the influence of

the Great Awakening. Students will understand the role of religion in the American Revolution, the Early Republic and look at both how African Americans used religion to cope with the horrors of slavery and how slaveholders used religion to justify slavery. We will also examine the Civil War as a religious crisis in the North and South. At the same time, we will explore the emergence of a variety of denominations, through the Second Great Awakening, and the role of false prophets and cults in shaping American culture in the Early Republic.

The second half of the course will explore the growth and reaction of religion to major movements in the United States: imperialism and immigration, the Scopes Trial of the 1920s, anti-Semitism, the Bible belt, the Civil Rights era and how religion changed in the 1960s. The course will conclude with the state of religion in the modern era, with particular attention paid to religious ideology and 9/11, religion in the media and its role in shaping conservative politics. The course is NOT a forum to convert fellow classmates to your own religious beliefs, creed or culture. Instead, we will gear all of our discussion on how religion shaped American history and how history shaped religion. Being an online course, students are required to diligently read 5 books and a series of documents and articles, offer elegantly written contributions in the form of papers and examinations and intelligently debate the issues of the era through weekly postings to a discussion board.

### **History 301: Liberty & the American Tradition (3 credits) Dr. Schneider (MWF 1200-1250)**

This is a reading intensive seminar styled course dedicated to examining the development of the concept of liberty within the American political tradition. The course will begin in the 18th century and move towards issues and debates over the idea of liberty in contemporary times, focusing on era like the founding, Civil War and Reconstruction, progressivism, and post-World War II America. In conjunction with the course, students will be able to interact with four outside speakers who will be giving public talks in the Lectures on Liberty series. The course will be limited to 15 students. Permission to register must be received from the instructor.

### **History 301: Conspiracy Theories (3 credits-ONLINE) Dr. Lovett**

Historically during periods of uncertainty conspiracy theories thrive and are used either to explain a changing economic and political situation or to justify the persecution of those considered outside the mainstream. This is not new and has been around for generations involving the Illuminati, the Masons, and immigrants. This course will examine the major conspiracy theories, which have emerged from the early twentieth century to 9/11, often involving foreign bankers, Jews, and communists, as well as the Kennedy assassination and the collapse of the World Trade Center.

### **History 314: Early Modern Europe (3 credits) Dr. Gerish (MWF 9-950)**

This course will look at political, cultural, social, and economic trends in Europe from roughly 1350 to 1700. During this period of 350 years, European society changed a great deal. In 1300, Europeans saw themselves as members and leaders of Christendom, or the virtual community of Roman Catholic Christians. Given this religious definition, it shouldn't surprise you to learn that religion (at least nominally) shaped all aspects of medieval society, politics, and culture. By 1700, however, this had all fallen apart. Religion gave way to geography as the basis for cultural identity: Europeans had become those people who lived in Europe. Over the next sixteen weeks, we will see how this happened. Our enquiry will organize itself around four basic developments:

The Protestant Reformation destroyed religious unity, so that one Christian Church became many.

The medieval kingdom whose ruler should act within the confines of Christian ethics developed into the modern nation-state, with much more powerful kings, bureaucracies, military arrangements, and national identities.

A capitalist market economy continued to evolve, widening the gap between the haves and the have-nots.

Voyages of discovery and the Scientific Revolution shook people's trust in traditional authorities, such as classical writers and even the Bible.

These profound shifts in European society created all sorts of new tensions to accompany older ones—or rather, older debates now existed within a radically different context. Since the ninth century, Europeans had typically identified themselves against non-Christians; now there were many more of them known to exist in the world. Early modern religious, political, intellectual, social, and economic changes sharpened debates over religious doctrine, royal power, national identity, trade interests, classical & biblical authority, and the place of the individual in society. Specifically, we shall consider what the new context and its accompanying tensions meant for non-elite males, women, the poor, people of color within Europe, and people of color outside Europe. Readings will explore these changes by examining father—daughter relationships and shifts in religion. We'll consider a princely lady-in-waiting from Italy, a middle-class city girl from Germany, and the highly educated daughter of Sir Thomas More, Lord Chancellor of England under Henry VIII.

### **History 319: The World Since 1945 (3 credits)**

**Dr. Lovett (TR 930-1050)**

The world after World War II was marked by a series of crises. Those issues included the atomic stalemate between the United States and the Soviet Union, the cold war, pitting East vs. West, the end of Europe's colonial empires, the rise of Red China, revolutions in the Third World, and a series of hot wars in Korea, Vietnam, the Middle East, and Afghanistan. When it seemed that the world was entering a new era of peace and stability following the collapse of the former Soviet Union, the world community then faced the scourge of international terrorism. It is the purpose of the course to look at the world from the euphoria following the end of World War II to the current situation the world faces today.

### **History 333: Kansas (3 credits)**

**Dr. Thierer (TR 1230-150)**

This course will focus upon the historical development of Kansas and its place within the historical context of our nation's history.

### **History 343: The Civil War Era, 1848-1877 (3 credits)**

**Dr. Miller (MWF 11-1150)**

When Americans went to sleep on April 11, 1861, they awoke to a world that completely changed because of the first shots of the Civil War. Over the next four years, Americans suffered, bled, cried and died in unprecedented numbers. The largest armies in American history marched across the landscape, looted homes, farms and left behind the scars of war in the form of bent railroad ties, smoldered bales of cotton and the charred ruins of hearth and home. When the most horrific moment in American history drew to a close, America changed. With slavery swept away, African Americans adjusted to the meaning of freedom as their former owners adjusted to a new society that no longer could rest on the premise of slave labor. The Civil War not only defined a generation of Americans, but also served as the turning point in American History. The citizens who endured the war left behind a vital legacy for future generations to understand how one could possibly cope with the horrors of war. The political leaders on both sides left behind a legacy of how to manage and mismanage a nation during a time of national trauma. Men left behind their homes, their families and their careers in order to pick up arms to fight against their brethren on the

other side of the Mason Dixon line. The era that followed the war, Reconstruction, redefined the nation in drastic ways, as it set up social, political and economic debates that shaped, and continue to shape, countless future generations of Americans.

We will center our exploration around four themes: what caused the Civil War and how the two sides prepared for war; the contours of the Civil War, focusing on the military, political and social events and how Americans endured the horrific years of struggle; the years of Reconstruction, focusing on competing notions of freedom and equality that were battled out in the halls of Congress and all across the American landscape; and finally, how the battle for the memory of the Civil War raged into the modern Era, which marked the Civil War as the true watershed in American history. We will use the voices of the past, from slaves, abolitionists, politicians, soldiers, civilians, prisoners, women, nurses, white supremacists and former slaves, to guide us, as we seek to understand how and why America underwent its second revolution that re-defined America to be more inclusive for all of its citizens. Students will diligently read 6 books, offer elegantly written contributions in the form of papers and examinations and intelligently debate the issues of the era.

### **History 425: World War II (3 credits)**

**Dr. Lovett (Thursday 600-850)**

World War II examines the military and political situation from the 1930s through 1945, when the Axis sought to impose their collective will in Europe, Africa, and Asia. At the same time, the war unleashed the world's hopes that the defeat of Germany and Japan would begin a new age of peace and prosperity. Before those aspirations could be reached, the Allies had to marshal their collective strength to win the war on land, in the air, and on the seas. From the gates of Moscow to the jungles of the Philippines, and to the use of atomic weapons on Hiroshima and Nagasaki, the course will review military operations that ultimately insured victory. But the war was not won simply on the battlefield; it was also won in factories, on farms, which employed women and minorities on a scale never before seen. World War II is their story, the narrative of this class.

### **History 441: Themes in American Indian Hist (3 credits) Dr. Thierer (Tuesday 7-950)**

The course will track such themes as the impact each culture had on the other's history through these events as we examine the transition from "Indian Land," through cultural exchanges and clashes, to reservations, to acknowledging that "they remain" a key part of our historical context. This course will focus on the historical development of the geographical area known today as the United States of America from the Paleo-Indian or pre-Columbian era through its exploration, conquest and settlement by the Spanish, French, English and Americans, including this impact on Tribal Peoples lives.

### **History 480: Intro to Women's Studies (3 credits) Dr. Karen Smith (MWF 1100-1150)**

This course will introduce students to the field of Women's Studies, its issues, themes, theories and applications, and to contribute to our understanding of women's lives in many areas: work, family, life cycle, sexuality, religion, politics and the law. The class will focus on women in United States society, encompassing both the commonalities of American women's experiences and the differences created by race, class, ethnicity, sexual orientation and age. We will examine the changes in American society brought about by feminist activism, and, wherever possible, we will attempt to view American women's lives and issues in a global context. By utilizing the principal writers and theorists in Women's studies, students will explore short articles, fiction, poetry and film by and about women. They will also engage in writing exercises, discuss highly controversial

subjects, engage in critical thinking and express their ideas in a number of arenas pertaining to the lives and contributions of American Women.

**History 501: Philosophy of History (1 credit) Dr. Gerish (Thursday 600-850)**

The study of history requires much more than memorization of names, dates, and events. Historians certainly use such facts as they engage in their craft. But what exactly do historians do? In this class, we will see how historians have answered this question from thousands of years ago to the present day. Their perspectives contribute to historiography, which strictly defined refers to the writing of history.

As we will see, however, historical writing involves much more than punctuation and grammar, citation styles, and everything else that you usually think about when you write. The historian's worldview shapes his or her historiographical approach. Worldview has both personal and societal elements. Cultural identity, social norms, and major events affect everyone in a society, and a historian's educational background, family traditions, and personal biases will filter these societal factors in a highly idiosyncratic way. All these things will affect the way a historian understands the past and explains historical change.

In this course we'll read samples of historical writing from the time of Herodotus to the present, considering how methods, models, and theoretical approaches to history have changed. By the end of the course, you should be able to:

Distinguish shifts in western conceptions of history from the classical, medieval, and early modern periods (when the study of history became formalized); understand how modern schools of historical interpretation accept or reject older views.

Review secondary sources on the basis of their historiographical approach.

Understand current philosophical debates within the discipline of history.

**History 503/815: Rsch. Seminar: Biography (3 credits) Dr. K. Smith (Thursday 200-450)**

This course will introduce students to the practice of historical research in history. Through the medium of biography, students will learn about how biographies are researched and written. Students will examine some examples of biography before working to complete their own research paper based on research in primary and secondary sources. Students will consult with the instructor to discuss their topic, their selection of sources and to monitor their writing progress.

**History 590: Intro to Public History (3 credits) Dr. Thierer (Wednesday 700-950)**

This course is an introduction to the professional practice of history beyond and/or outside the classroom. Students will have an opportunity to learn: through readings, case studies, short papers, oral presentations and by doing a research project; to think and work as professional public historians; about the diversity of public history tasks, skills, and employment opportunities; the methodologies, research techniques and practice appropriate for public historians; to apply an interdisciplinary problem-solving approach to a wide range of issues and topics; specific skills needed in the fields of public history, and to practice many of those skills; the role of computers, media, film and photography in public history; to define career objectives and outline a plan to reach those objectives; to understand the relationship of "historical memory" and apply it to a public history setting; to observe how and why people participate in past-related activities; and to use historical memory.

**History 740: Readings in 20<sup>th</sup> Century Liberalism (3 credits) ONLINE                      Dr. Schneider**

This course is a graduate readings course focusing on the history of American liberalism in the 20<sup>th</sup> century. Students will explore the changing definition of liberalism before the New Deal and then the focus will be on New Deal liberalism and its shift from the 1930s to the present day. There will be ten books and many articles assigned for the course. The course will also require ten analytical reviews of the assigned readings.

**History 740: Readings in Colonial America (3 credits) ONLINE                      Dr. Miracle**

This course evaluates the social, cultural, economic, and political history of eastern North America from the pre-European contact period to the Revolutionary era. Special attention will be devoted to the interaction of Indians, Europeans, and African Americans and the consequences of this interaction on society. Both the instructor and students will analyze the period's significant events and movements and reach conclusions on Colonial America's defining themes. Students will also consider and evaluate a variety of historical interpretations—ranging from public history sites encountered through e-exploration, films targeting the wider American public, and through traditional scholarly monographs employed by and targeted for historians.

**History 740: Rdgs: Native American History (3 credits) Dr. Thierer (Tuesday 700-950)**

The course will track such themes as the impact each culture had on the other's history through these events as we examine the transition from "Indian Land," through cultural exchanges and clashes, to reservations, to acknowledging that "they remain" a key part of our historical context. This course will focus on the historical development of the geographical area known today as the United States of America from the Paleo-Indian or pre-Columbian era through its exploration, conquest and settlement by the Spanish, French, English and Americans, including this impact on Tribal Peoples lives.