

Undergraduate Course Descriptions
Spring 2009-10

History 100 – Western Civilization to 1715

Time	Days	Sec.	Instr.	Call #	Location
10:30a-11:20a	MWF	001	Koepp	4064	TEAC 105

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 101 – Western Civilization Since 1715

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20p	MWF	001	Berger	4066	FERG 217
12:30p-1:45p	TR	002	Cahan	4068	FERG 217
6:30p-9:20p	M	101	Hanshew	4069	MABL 262
11:30a-12:20p	MWF	001H	Nesheim	4070	TEAC 250**

Berger

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

Cahan

COURSE DESCRIPTION: This course analyzes the major historical events and ideologies in Europe since 1660, paying particular attention to the Enlightenment, the French Revolution, the Industrial Revolution, liberalism, socialism, World War I, fascism, World War II and beyond.

Hanshew

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

Nesheim

COURSE DESCRIPTION: This course will examine the rise of Europe and its expansion across the globe, paying particular attention to the role of science as source of knowledge and as a conduit of power. Supplemental readings will trace the scientific revolution into the twentieth century, while considering the intersections between science and Nazi genocide. In addition to science, we will feature political revolutions, the Enlightenment, industrialization, colonialism and imperialism, and communism and the Cold War. Important political and intellectual developments within Europe will receive their due, though the influence of the world back onto Western Civilization will also be considered. In addition to meeting the guidelines of ACE #5, students will gain critical understanding of how science can influence government policy.

Required Reading:

Dennis Sherman and Joyce Salisbury, *The West in the World: Volume II from 1600* (Boston: McGraw Hill, 2008).

Peter Dear, *The Intelligibility of Nature: How Science Makes Sense of the World* (Chicago: University of Chicago Press, 2008).

Ellie Weisel, *Night* (New York: Hill and Wang, 2006).

(**Honors Course)

History 120 – World History to 1500

Time	Days	Sec.	Instr.	Call #	Location
10:30a-11:20a	MWF	150	Wood	4072	AVH 106

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 121 – World History Since 1500

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:45p	TR	001	Lee	4076	AVH 19
1:30p-2:20p	MWF	002	Lee	8225	HAH 131
9:30a-10:20a	MWF	003	Nesheim	8846	TEAC 250

Lee

COURSE DESCRIPTION: World History Since 1500 is a broad survey of World History. In this course we will examine political, social, cultural developments in world societies and the interaction between the diverse societies in Asia, Europe, Africa, and the Americas.

Nesheim

COURSE DESCRIPTION: Since 1500, the world has become more inter-connected and inter-dependent. From Vasco de Gama to the World Trade Organization, international commerce has played a central role in these transformations. The first half of this course will emphasize spices, stimulants, and intoxicants in the rise of colonialism and imperialism. More recently, terrorism and Islamic radicalism has shifted America's focus outward, resulting in the United States military facing combat in Iraq and Afghanistan. The close of the course will focus on the growing tensions resulting from de-colonization, including the role of the United States in the world. This course fulfills the Integrated Studies component for the UNL's general education requirement. In addition to two exams, students will complete a 6-8 page research paper with one required revision, and give an oral presentation of that research.

Required Readings:

Robert W. Strayer, *Ways of the World: A Brief Global History Volume II: Since 1500* (Boston: Bedford/St. Martins, 2009).

Wolfgang Schivelbusch, *Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants* (New York: Vintage Books, 1993).

Plus selected chapters and articles available on electronic reserve discussing Iraq, Afghanistan, Israel, and Palestine.

History 171 – Latin American Culture and Civilization

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Ari	8226	MORR 141

COURSE DESCRIPTION: This course is an introduction to the history of Latin America from the great three revolutions of the 18th century to the twenty-first century. We will focus on the history of power and culture in order to understand Latin America today, especially nation making. The course incorporates environmental history, colonial legacies, hegemony, environment, revolutions, transformations, democracy, international relations, labor, race, gender, sexualities, and the construction of male and female identities. Students will gain a panoramic

knowledge of Latin America as well as learn the different approaches that can be brought to bear on its study. This class will combine lecture, discussion, essays, and digital history.

History 201 – American History to 1877

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20a	MWF	001	Stempson	4077	MORR 141
9:30a-10:45a	TR	002	Berg	4078	HAH 112
10:30a-11:20a	MWF	003	Stempson	4079	MORR 141
12:30p-1:45p	TR	004	Berg	4082	RH 15
11:30a-12:20p	MWF	005	Reddekopp	4080	OTHM 106
2:30p-3:20p	MWF	006	Reddekopp	4081	OTHM 106

Stempson

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

Berg

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

Reddekopp

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 202 – American History After 1877

Time	Days	Sec.	Instr.	Call #	Location
8:30a-9:20a	MWF	001	Herley	4084	TEAC 105
11:30a-12:20p	MWF	002	Holz	4085	TEAC 105
12:30p-1:20p	MWF	003	Thomas	4086	LL 102
9:30a-10:45a	TR	004	Rensink	8228	RVB 123
12:30p-1:45p	TR	005	Hewitt	4087	TEAC 105
2:30p-3:20p	MWF	006	Berg	4089	TEAC 105
12:30p-1:20p	MWF	007	Tschetter	****	BURN 204
6:30p-9:20p	R	101	Reddekopp	4090	BURN 120
11:30a-12:20p	MWF	150	Ambrosius	4091	BURN 115*
11:30a-12:20p	MWF	001H	Ambrosius	4096	BURN 115**

Herley

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

Holz

COURSE DESCRIPTION: As the title of this course suggests, this class is intended to introduce you to some of the basic themes of US history from the late nineteenth century forward. The following quote suggests why: “You may be through with the past but the past ain’t through with you.” (“Magnolia,” 2000) Who we are today, in other words, is a product of what has preceded us.

Our goal here therefore is to delve into this past by examining what others have done, what others have said, and the various meanings they have attached to their words and to their actions. In so doing, we will investigate the lives of past Americans (rich and poor, male and female, young and old, black, white, and ethnic) in a variety of settings: as they toiled at home and labored in the workplace; had their fun and earned their keep; engaged in war

(amongst themselves or with others) and enjoyed their peace, to name just a few. Ultimately, what I hope we achieve through the course of the semester is not only a shared curiosity about the world in which we live but maybe perhaps even a few personal conclusions about our time spent here on this swirling blue planet.

Readings include: a primary and secondary source reader as well as several novels. Graded assignments include: short written primary source analyses, objective quizzes, and written midterm and final exam.

Thomas

COURSE DESCRIPTION: This course covers the history of the United States from 1877 to present. The course examines social, political, and economic changes in American history and focuses on several major themes—the struggle to fulfill the nation’s commitment to equality and justice after the Civil War, the development of large-scale industrial capitalism, and the rise of the United States as a world power and its responsibility in global affairs. We will explore some of the most dramatic problems in modern American history: racial conflict, urban growth, suburban expansion, international engagement, demographic change, and political contest. We will use the vast new online resources available in American history, from YouTube to Proquest, and we will develop skills for critically evaluating, using, and understanding these digital sources and databases.

You will have the opportunity to work with these original materials of the past--letters, diaries, newspaper articles, photographs, and films--and to shape and form your understanding of history from them. Readings in this course will mainly consist of primary source documents. The textbooks, American Passages and Voices of the American Past, feature a primary source approach and cover the key people, events, and concepts of American history. We will also read two landmark books in American history: Upton Sinclair's The Jungle and Anne Moody's Coming of Age in Mississippi. The course will use several documentary films in class--including *Vietnam: A Television History*, *Rising Up: Virginia's Civil Rights Movement*, and *Berkeley in the Sixties*. We will show two Academy award-winning films: *The Best Years of Our Lives* (1946) and *The Graduate* (1967). We will also take a class period to visit the Sheldon Museum of Art at UNL, one of finest collections of American art in the U.S., and where we will study realist and modernist painters, including the new African American Masters.

Rensink

COURSE DESCRIPTION: See Undergraduate Bulletin

Hewitt

COURSE DESCRIPTION: See Undergraduate Bulletin

Berg

COURSE DESCRIPTION: See Undergraduate Bulletin

Tschetter

COURSE DESCRIPTION: See Undergraduate Bulletin – BY INVITATION ONLY

Reddekopp

COURSE DESCRIPTION: See Undergraduate Bulletin

Ambrosius

COURSE DESCRIPTION: This course will examine the history of the American people from 1877 to the present, including their diverse traditions and common experiences. It will include the nation's transformation from its rural-agrarian roots to urban-industrial, and then post-industrial, society; its reform movements and changes in government; its global involvement in war and peace from the Spanish-American War of 1898, World Wars I and II, to the Cold War and beyond; and its multicultural interactions among different individuals and communities within and beyond the US. This course will compare modern American national identities with those of other nations.

Required books: James L. Roark et al., *The American Promise: A History of the United States*, Vol. II, Fourth Edition (New York: Bedford/St. Martins, 2009) & Michael P. Johnson, *Reading the American Past: Selected Historical Documents*, Vol. II, Fourth Edition (New York: Bedford/St. Martins, 2009)

Class format and assignments: Students will attend two lectures and participate in recitation sections each week. Students will contribute to the discussion in recitation sections, write short essays on assigned topics, and take two hour exams and a final exam over lecturers and reading assignments

(*Requires a Recitation)
(**Honors Course)

History 212 – History of Early Modern Europe: Renaissance to the French Revolution

Time	Days	Sec.	Instr.	Call #	Location
2:30p-3:20p	MWF	001	Wood	8229	BURN 115

COURSE DESCRIPTION: See Undergraduate Bulletin

History 222 – History of Sport

Time	Days	Sec.	Instr.	Call #	Location
1:30p-2:20p	MWF	001	Stempson	8248	OTHM 106

COURSE DESCRIPTION: See Undergraduate Bulletin

History 225 – Women in History

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:20p	MWF	001	Wood	4099	BURN 115

COURSE DESCRIPTION: See Undergraduate Bulletin

History 241 – Native American History
Cross-Listed with ETHN 241

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:50p	TR	002	Akers	4100	BURN 120

COURSE DESCRIPTION: This course is the introductory course in Native American history. Social and political organization, kinship systems, gender roles, and the distinctive world view of Native peoples will provide the foundation for exploring historical events. We will look at the invasion and conquest of Native America by the US government and citizens, and the deliberate destruction of Native ways of life, and their dispossession and incarceration in prison camps. We will explore the destruction of Native languages, belief systems, gender roles, child rearing practices, and forcible separation of children from their Indigenous families and how these practices were justified in the ideology of the American nation-state. Finally, we will look at Native nations today, the continued colonization of these people, and contemporary issues. We will see how the policies of the past effect the lives of Native people today, and hear from Native people about what they believe the future holds.

History 262 - Russia: The Nineteenth and Twentieth Centuries

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Kleimola	4101	HAH 102

COURSE DESCRIPTION: Themes of the course: the contrasts and contradictions of Imperial Russia (St. Petersburg v. Moscow, reform v. reaction, rural peasant life v. emerging urban and industrial society), idealism and pragmatic brutality of the Russian Revolution, the Leninist-Stalinist programs and legacy, attempts at reform and the eventual dissolution of the USSR. The focus will be on internal political, social, and cultural developments rather than foreign policy. Assignments will probably be based on a text, supplemented with selections from literature, biography/autobiography, and studies of cultural developments. There will be three exams (combination of short-answer and essay). The class is primarily lecture, with questions and discussion encouraged. A background in Modern European history will be helpful.

History 282 – Modern East Asia

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:45p	TR	001	Coble	4102	MORR 141

COURSE DESCRIPTION: The history of China, Japan, Korea, and Vietnam from 1800 to the present. Emphasis is on problems deriving from relations with the West, industrialization, growth of nationalism, militarism, democracy, and communism.

History 288 – Introduction to Historical Methods
Prereq: History Major

Time	Days	Sec.	Instr.	Call #	Location
9:30a-11:20a	M	001	Thomas	4103	OLDH 638
1:30p-3:20p	W	002	Tschetter	4104	BURN 121
2:00p-3:50p	R	003	Jones	4105	AVH 112

Thomas

COURSE DESCRIPTION: This course will examine the methods and practices of history by working directly with the vast new databases and materials available online, from YouTube to Proquest. Our focus in the course will concentrate on the history of the Civil War era. Tens of thousands of soldiers records have been digitized, as well as millions of pension records, newspaper articles, books, magazines, photographs, and original documents. We will ask: what different histories can be written with the digital sources now available? What new forms might history take? How does writing history using digital sources change the way we do history? And what subjects are especially suited for research and analysis with digital materials?

We will read a pioneering interpretive work in digital history, Edward Ayers' In the Presence of Mine Enemies, and we will examine the sources behind it in The Valley of the Shadow online archive. We will also explore other ways of approaching the Civil War, including fiction and film (The Red Badge of Courage and Glory). Students in HIST 288 will write a research paper on a topic of their choice in the area of Civil War studies broadly defined. We will conduct research using the digital sources online and available through the Library databases.

Tschetter (Urban Disasters)

COURSE DESCRIPTION: See Undergraduate Bulletin

Jones (Civil Rights)

COURSE DESCRIPTION: See Undergraduate Bulletin

A Substitute for HIST 288 (HISTORY MAJORS ONLY)

H395 THE HISTORY OF NORTHERN EUROPE
Professor John R. Wunder

This seminar represents an introduction to the history of Northern Europe (today's Norway, Sweden, Denmark, Finland, and Iceland). It will consider the history of the region from its earliest beginnings up to the near present. Readings will include a text and four monographs (on Vikings, Swedish king Gustavus Adolphus, Samis [Lapps], and the Winter War in Finland). The primary assignment for this class will be a research paper, the topic chosen in consultation with the professor. While we will be unable to travel to Scandinavia and Finland during the class, we may take excursions to Danish and Swedish settlements in Nebraska and Iowa.

History 303/803 – US Military History from 1607-1917
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20a	MWF	001	Maslowski	4107/4137	M&N B5

COURSE DESCRIPTION: The course will examine the significance of military affairs within the context of American political, economic, and social history from the colonial era through America's emergence as a great power in the aftermath of the Spanish-American War. The course will discuss all of the major wars of this period, but it will also emphasize such themes as the professionalization of the officer corps, the relationship between war and technology, and civil-military relations.

History 324 – The Cold War
Prereq: Sophomore Standing

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:45p	TR	001	Vazansky	8847	TEAC 250

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 327 – 19th Century Germany
Prereq: Sophomore Standing

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20a	MWF	001	Vazansky	8250	CBA 104

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 331 – Ancient Israel
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
11:30a-12:20p	MWF	001	Burnett, S	8251	BURN 118

COURSE DESCRIPTION: This course will survey the history of Israel from the patriarchs to the emergence of Christianity and rabbinic Judaism. Major themes will include the nature of the Bible's witness to Israel's history, Israel's place within broader Near Eastern and Mediterranean history, and the use of archaeological

findings for understanding Israelite history, religion, and culture

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History 334/894 – Colonial America
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Wunder	4111/4152	ANDN 109

COURSE DESCRIPTION: This class will begin with a discussion of colonialism. Students will define this concept and entertain the historical dimensions of this important world issue. Focus will then be placed on the historical experience with European colonialism of the peoples and the land that becomes the United States. The history of Spanish America, French America, British America, and Russian America will be thoroughly considered, and comparative aspects will be explored. Throughout, the role of Indigenous peoples and their interactions with Europeans and Africans will be placed in historical perspective.

The course will emphasize the seventeenth and eighteenth centuries, while extending chronologically to 1763 for French America – the date for the conclusion of the “French and Indian War”; 1776 for British America – the date for the American Revolution and the creation of the United States; 1821 for Spanish North America – the date for Mexican independence; and 1867 for Russian America – the date for the Alaska Purchase by the USA. The course will conclude with a brief consideration of colonialism in modern American life.

Readings will include a variety of primary and secondary sources. These will include a collection of essays and documents and several monographs on the four Americas to be studied.

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History 336 – British Empire and Commonwealth
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:45a	TR	001	Lee	8256	OTHM 105

COURSE DESCRIPTION: British Empire and Commonwealth is a broad survey of the British Empire from its early modern origins to the 20th century Commonwealth and collapse of Empire. The size and diversity of the Empire means that we will necessarily spend more time on some regions of the Empire than others. We will seek to consider the relationship between domestic British politics and the development of the Empire, economic developments, the varied encounters the British had with the diverse peoples of the Empire, and the ideological and geopolitical forces that shaped the Empire.

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History 339/839 – The Holocaust
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
10:30a-11:20a	MWF	001	Cahan	4112/4141	BURN 115

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

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History 344/844 – American Urban and Social History II
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:20p	MWF	001	Tschetter	4113/4142	BURN 204

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

History 348/894 – History of U.S. Foreign Relations Since 1909

Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20a	MWF	001	Ambrosius	4115/4153	BURN 204

COURSE DESCRIPTION: This course will examine the major themes and developments in the history of American foreign relations from 1909 to the present. It will focus on American diplomacy within the broader context of military, economic, and cultural developments in 20th-century international history. It will examine the emergence of the United States as a great power by the early 20th century, its global involvement from World War I through World War II to the Cold War, and its role as the post-Cold War's only superpower during the recent era of globalization. It will give particular attention to the ideology and practice of Wilsonianism—with unilateralism and multilateralism—from World War I to George W. Bush's war on terrorism after September 11, 2001.

Required books: Walter LaFeber, *The American Age: United States Foreign Policy at Home and Abroad*, Vol. 2 (1994), Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush* (1996), Josef Joffe, *Überpower: The Imperial Temptation of America* (2007), Fareed Zakaria, *The Post-American World* (2008).

Class format and assignments: Students will attend lectures, write an essay over reading assignments, and take two hour exams and a final exam over lectures and reading assignments; graduate students will also write book reviews.

History 351/851 – The American West to 1900

Prereq: Sophomore Standing

Time	Days	Sec.	Instr.	Call #	Location
10:30a-11:20a	MWF	001	Graybill	8221/8222	TEAC 112

COURSE DESCRIPTION: This course offers a survey of the major themes in the history of the nineteenth-century American West. Although the class follows a rough chronology, the lectures and readings are structured around three central and overlapping themes: 1) cultural encounters in the West, encompassing not only the popularly familiar interactions between Euroamericans and Indians, but also among various Euroamerican groups, the Spanish-speaking populations of the Southwestern borderlands, and Asian immigrants to the Pacific Coast; 2) the reciprocal relationship between people and the environment, meaning not merely the impact of hunting, logging, mining, and city-building, but also the profound influence of the natural world on the people who lived and worked there; 3) the cultural symbolism of the American West, both as an enduring national icon and as an ideology that shaped the settlement of the region.

History 359/894 – The Mythic West

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:45a	TR	001	Seefeldt	8259/4154	AVH 110

COURSE DESCRIPTION: When most people think of the American West the first things that come to mind are sublime landscapes and dramatic images of cowboys, Indians, outlaws. These stereotypical icons are most often constructed from some basis in fact by mass and popular media, and have been defined and refined over generations in American culture and thought. Throughout the nineteenth century, biographies, fiction, exploration journals, painting, dime novels and journalism have created romantic, heroic, and often mythic, stories and characters set in the frontier period or in the regional American West. Throughout much of twentieth century, the mass mediums of film, music, radio, and television have expanded the appeal of the “western” throughout the nation and beyond its borders. But even as the traditional western stories took a firm hold, a revisionist trend gradually emerged as writers, photographers, artists, and filmmakers explored the complicated “new” western stories that they encountered and envisioned in the modern American West.

This course offers a survey of the transformation of stories of the western United States from the late eighteenth century to the present. We will examine examples of these various icons and study the transformation of western stories from Daniel Boone in the late eighteenth century to the late twentieth-century western film “renaissance.” This course is intended as a broad survey of the cultural and intellectual history of the so-called “Wild West” in American memory and does not require previous background in the field of North American western history or United States history although either would be beneficial. Required books for this course will likely include: Allen Barra, Inventing Wyatt Earp: His Life and Many Legends; James E. Crisp, Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution; Michael A. Elliott, Custerology: The Enduring Legacy of the Indian Wars and George Armstrong Custer; John Mack Faragher, Daniel Boone: The Life and Legend of an American Pioneer; and Joy S. Kasson, Buffalo Bill’s Wild West: Celebrity, Memory, and Popular History. Students will also read several articles and book chapters posted to the course Blackboard site and some online material during the term for in-class discussion.

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History 360 – History of Nebraska and the Great Plains

Prereq: Sophomore Standing

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Nesheim	8848	MABL 265

COURSE DESCRIPTION: This course examines the relationship between Nebraska and the Great Plains, while mindful of larger national and international trends. Chronologically, it will focus on the last 200 years, although the deep past of the plains will also be considered. Students will gain an appreciation of how the movement of peoples have shifted the cultural and demographic make-up of Nebraska and the Plains, first as European and American immigrants displaced Native inhabitants, and more recently with Mexican and Latin American arrivals joining the mix. The changing economic systems that have dominated the landscape will receive special emphasis, including the fur trade, transportation, ranching, and farming. Students will also gain an understanding of how the environment has simultaneously allowed opportunities and limited possibilities, while technological advances have mediated between human desires and natural realities. Course assignments include a writing assignment roughly the equivalent of a typical upper-level history course paper, a map quiz, two midterm essay examinations, and a final essay exam.

Donald R. Hickley, Susan A. Wunder, and John R. Wunder, *Nebraska Moments, New Edition* (Lincoln: Bison Books, 2007), ISBN 9780803260399.

David J. Wishart, *The Fur Trade in the American West: A Geographical Synthesis* (Lincoln: niversity of Nebraska Press, 1992), ISBN 9780803297326.

Bob Greene, *Once Upon a Town: The Miracle of the North Platte Canteen* (New York: Harper Paperbacks, 2003), ISBN 006008197X.

Eric Schlosser, *Fast Food Nation* (New York: Harper Perennial, 2005), ISBN 9780060838584.

Sherry L. Smith, ed., *The Future of the Southern Plains* (Norman: University of Oklahoma Press, 2005), ISBN 9780806137353.

Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:45a	TR	001	Coble	8223/8224	TEAC 250

COURSE DESCRIPTION: Covers the history of Japan from the late Tokugawa period until the present. Key issues are the establishment of a modern state; foundations of economic power; liberalism and Taisho democracy; militarism and defeat, the US Occupation and post war changes in Japan.

University Honors 395 – University Honors Seminar

Time	Days	Sec.	Instr.	Call #	Location
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Mahoney (American Social and Urban History)

COURSE DESCRIPTION: Humanists and social scientists have regularly assessed the state of American life by examining the condition of several distinctive American man-made landscapes and built environments: the small town, the family farm, the frontier town, the industrial city, the metropolis, the highway, and the suburb. Today most small towns and family farms are in peril, frontier towns and industrial cities are relics of the past, the highway has lost much of its allure, the downtown in most cities is struggling, and the suburb – the place most Americans live – is routinely criticized for its banality and sameness. We will visit a number of these places throughout American history from the 18th century to the recent past to try to understand how and why this happened and consider what might be done to create a more coherent, vital, and meaningful American built environment. Two short essays and a research paper are required.

Wunder (The History of Northern Europe)

COURSE DESCRIPTION: This seminar represents an introduction to the history of Northern Europe (today's Norway, Sweden, Denmark, Finland, and Iceland). It will consider the history of the region from its earliest beginnings up to the near present. Readings will include a text and four monographs (on Vikings, Swedish king Gustavus Adolphus, Samis [Lapps], and the Winter War in Finland). The primary assignment for this class will be a research paper, the topic chosen in consultation with the professor. While we will be unable to travel to Scandinavia and Finland during the class, we may take excursions to Danish and Swedish settlements in Nebraska and Iowa.

History 402/802 – Sexuality in Nineteenth & Twentieth Century America
Cross-Listed as WMNS 402/802

Time	Days	Sec.	Instr.	Call #	Location
2:30p-3:20p	MWF	001	Holz	4124/4136	BURN 204

COURSE DESCRIPTION: In recent decades, the study of human sexuality has emerged as among the most vibrant areas of scholarly inquiry, one which cuts across academic disciplines. Yet, for as knowledgeable as we are indeed becoming in this important area of inquiry, many are still surprised to discover that sexuality itself has a history all its own, one which bears little resemblance to the nostalgic (“such things didn’t happen in my day”) reconstructions of the past. Consequently, one of the primary goals of this upper-division course is to assess sexuality’s larger historical sweep, one which is not simply a tale of the march forward of “progress” (from the dark days of repression to today’s supposed tolerance and sexual liberation) but rather something much more complex. Sexuality’s larger historical eras therefore – including, though certainly not limited to, the Age of Victorianism, the New Morality, as well as the Sexual Revolutions of the 1960s constitute the course’s larger narrative framework. However, three

topics in particular will serve as the course's driving focus: the history of birth control (contraception and abortion), the history of homosexuality and gay communities, and the intersections between art and sex. Requirements for the course include: extensive reading of primary and secondary sources (including several full-length books), several papers (both formal and informal), quizzes, an in-class written exam, and active participation in classroom discussion. Graduate students will be expected to fulfill several additional requirements.

This course can be applied to the LGBTQ/Sexuality Studies minor.

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History 424/824 – European Social and Cultural History Since 1815
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Cahan	4127/4140	Burn 203

COURSE DESCRIPTION: A survey of European intellectual history from the early nineteenth century to the post World War II period. The course is primarily devoted to reading and discussing texts (political, philosophical, and scientific) that are representative of this period. Lectures and secondary sources are used to place these texts in their historical context.

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History 429/829 – History of Fascism in Europe
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Vazansky	8260/8261	TEAC 112

COURSE DESCRIPTION: See [Undergraduate Bulletin](#)

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History 441/841 – Women and Gender in the United States
Cross-Listed as WMNS 441/841

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:45p	TR	001	Jacobs	8262/8263	OTHM 105

COURSE DESCRIPTION: This course examines the ways in which women in the area of the present-day U.S. have experienced and given meaning to their history from around 1500 to the present. The class also explores gender as a system of power relations that has been integral to the shaping of American politics and public policy and the development of the American economy.

COURSE OBJECTIVES

- To explore the meaning of women's and men's status in the U.S. across cultures and through different historical periods;
- To examine changing conceptions and experiences of masculinity and femininity
- To identify common dilemmas/struggles faced by women and examine how women have attempted to define, maintain, or gain power in changing historical circumstances;
- To inquire into women's differences based on race, class, sexual orientation, and other factors;
- To study gender as a system of power relations that manifests itself in many realms of American history;
- To develop a greater historical consciousness, including:
 - the ability to critically examine primary and secondary sources,
 - the ability to put events in a chronological framework,

- the ability to identify multiple causes for historical change;
- To improve reading, writing, and analytical skills;
- To promote more active participation of students in their education.

FORMAT OF CLASS

Lectures on Tuesdays:

On Tuesdays (and sometimes at the beginning of class on Thursday) I will give presentations on the topic or topics for the week. These lectures offer a broad survey of women and gender in U.S. history and provide a context for the assigned readings.

Discussions on Thursdays:

On Thursdays, the class will divide into small discussion sections. Each student must come to class with a prepared discussion guide based on the readings assigned for the week. Each week, one student from each section will be required to lead discussion based on her or his guide.

READINGS

Readings will include a textbook -- Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History with Documents* -- as well as memoirs, novels, and interpretive histories, to be announced.

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 History 456/856 – Black and/or African American Women's History
 Cross-Listed as ETHN 456 & WMNS 456/856
 Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Jones	8268/8269	BURN 205

COURSE DESCRIPTION: See Undergraduate Bulletin

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 History 462/862 – Recent Russia
 Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
8:00a-9:15a	TR	001	Kleimola	4128/4144	BURN 204

COURSE DESCRIPTION: This course will examine the building of a new society in Russia (soon to be the Soviet Union) after the Bolshevik Revolution of 1917, with emphasis on the ways in which the revolutionary ideals were transformed. Consideration will be given both to the traditional view of a developing totalitarian state and to the more complex picture emerging from recent studies that draw upon sources reflecting a wider variety of opinions. Assignments will include both common reading and individual projects. Early in the term each student will select a prominent individual whose relationship with the regime will be the focus of analysis for a written paper and an oral presentation toward the end of the semester.

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 History 464/864 – Native American Genocide
 Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
3:30p-4:45p	TR	002	Akers	8277/8278	TEAC 250

COURSE DESCRIPTION: This course will look at the systematic destruction of Native America at the hands of the US government and citizenry. We will explore the military massacres of non-combatants; the destruction of the means of subsistence of Indigenous peoples; the forced removal of children from Indigenous families; the death

marches and prison camps created to subjugate Native people; and the deliberate exclusion of Native Americans from the legal and constitutional system of the United States. In addition, we will look at the ideology of conquest that was developed to justify these crimes against humanity, and how that ideology is enshrined in contemporary popular culture. This course will challenge students to think critically about the past and to seek out primary materials and little-used sources that tell a different story from the master narrative of the US history.

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History 474/874 – African-Americans in the Jazz Age
Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Jones	8279/8280	HENZ 107

COURSE DESCRIPTION: See Undergraduate Bulletin

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History 475/875 – History of Brazil
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Ari	8281/8282	AVH 110

COURSE DESCRIPTION: This course is an introduction to the history of Brazil from 1500 to the present. We will focus on the history of power and culture in order to understand Brazil today, especially nation making. The course incorporates colonial legacies, hegemony, political institutions, economic cycles, US-Brazil Relations, democracy, globalization, labor, indigenous people's race, gender, and sexualities. Students will gain a panoramic knowledge of Brazil as well as learn the different approaches that can be brought to bear on its study. This class will combine lecture, discussion, essays, and digital history.

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