

**HISTORY REGISTRATION – SPRING 2016**  
**Information you need for registration**

**Advisement**

• **Individual Advising** - Students are strongly advised to meet with faculty advisors before registering. Please e-mail your advisor to arrange a meeting. If you are unsure who your advisor is, open your student account in PAWS and check the right-hand column under ADVISOR. If you have not been assigned a History Department faculty advisor, please contact Laura Hargreaves at [laura.hargreaves@tcnj.edu](mailto:laura.hargreaves@tcnj.edu) or ext. 2341.

**Before meeting with your advisor:**

- Please review your **Academic Requirements Report** closely with your History Department advisor. Please contact the History Department office and/or your advisor with any discrepancies. **Do NOT take your concerns to Records and Registration.**
- You may also visit the department website to download and print paper planners and/or advising documents: [history.pages.tcnj.edu/program-information/academic-programs](http://history.pages.tcnj.edu/program-information/academic-programs).
- **Select several courses and add them to your shopping cart on PAWS.**
- **For the meeting, print and bring with you:**
  - Your Academic Requirements Report from PAWS
  - An updated program planner or advising document from the department website
  - Your unofficial transcript from PAWS

You have many opportunities available to you during your academic career at TCNJ, including minors, double majors, concentrations, study abroad experiences, and internships. Ask your advisor for assistance with mapping out your academic career!

- **Academic Holds** – If you have an academic hold on your account, you **cannot register** for any courses until you meet with your advisor. **All first-year students and incoming transfer students have holds. Only your academic advisor can lift advising holds. You may also have a hold on your account for health, housing or finances, which cannot be lifted by your advisor.**
- **Additional Resources:**  
School of Humanities and Social Science - [hss.pages.tcnj.edu/resources-for/advising-resources/](http://hss.pages.tcnj.edu/resources-for/advising-resources/) History Department - [history.pages.tcnj.edu](http://history.pages.tcnj.edu)

## SPRING 2016 COURSE OFFERINGS

*All HIS courses fulfill Social Change in Historical Perspective. Review the course listings for additional liberal learning component of Civic Responsibilities.*

### **HIS 100-level Gateway Courses**

#### Spring 2016

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS111-01 CLS111-01	40514	Rome and Barbarians	Goldman	MR	11:00am-12:20pm	--	--	Global
HIS 117-01	42086	Early Modern Europe- British History	Buehner	TF	9:30-10:50am	--	--	Global
HIS 130-01	40515	Topics in Asia/Eurasia/Mid. East: Early Japan	Rice	TF	8:00-9:20 am	--	--	Global
HIS130-02 ARA171-01	42303	Contemporary Arab World	Elkholy	TF	2:00pm-3:20pm	--	--	Global
HIS130-03 RUS171-01	42592	Contemporary Russia	Cebula	MR	2:00-3:20pm	--	--	Global
HIS131-01	40518	Early China	Rice	TF	9:30-10:50am	--	--	Global
HIS161-01	42088	History of Mexico	Crider	MR	8:00-9:20am	--	--	Global
HIS 165-01	40520	Topics in North America/US: Vietnam War	Zvalaren	T/Th	5:30-6:50 pm	--	--	Global
HIS 165-02	40521	American Political History	Buehner	TF	11:00am-12:20pm	--	--	Global
HIS 165-03	40522	Topics in North America/ US: Disease & Health in American History	Finger	TF	9:30-10:50am	--	--	Global
HIS165-04	42087	Teaching American History	Marino	T	5:30-8:20pm	--	--	Global
HIS165-05	42296	Topics in North America/ US: Disease & Health in American History	Finger	TF	11:00am-12:20pm	--	--	Global
HIS168-01	42089	America's Moving Frontier	Crider	MR	9:30am-10:50am	--	--	Global
HIS 169-01	40523	Colonial America	Chesney	MR	8:00-9:20am	--	--	Global
HIS173-01	42090	19 <sup>th</sup> Century US	Hollander	MR	11:00am-12:20pm	--	--	Global
HIS173-02	42091	19 <sup>th</sup> Century US	Hollander	MR	2:00-3:20pm	--	--	Global
HIS 177-01	40524	20 <sup>th</sup> Century US	Zvalaren	T/Th	7:00-8:20 pm	--	--	Global
HIS 179-01 AAS 179-01	40525	African Americans to 1865	Fisher	TF	2:00-3:20pm	--	--	Race & Ethnicity
HIS180-01 AAS 180-01	40526	African Americans 1865- Present	Audain	MR	9:30-10:50am	--	--	Race & Ethnicity
HIS 180-02 AAS180-02	40527	African Americans 1865- Present	Audain	MR	12:30-1:50pm	--	--	Race & Ethnicity
HIS 181-01	40528	American Culture	Chesney	MR	9:30-10:50am	--	--	Race & Ethnicity

## HIS 100-level Topic Course Descriptions

### **HIS117-01 Early Modern Europe-British History- Henry Buehner**

Between roughly 1540 and 1840, the countries within the British Isles endured the most tumultuous period in all their histories. Because of social, cultural, legal, and political events, these disparate countries increasingly became drawn together. What began as mere islands off the northwestern coast of mainland Europe transformed into what historian Kathleen Wilson called "The Island Race." By the end of this period, the British Isles would unite as one nation and sat on the brink of mastery of the world. This class is an examination of that process.

### **HIS 130-01: Topics in Asian History: Early Japan- Jeff Rice**

This course will cover Japanese history and culture from the earliest archaeological evidence until the rule of the Tokugawa shogunate (1600-1868). Topics covered will include the rise of the imperial court and aristocratic families, contact and exchange with China and Korea, the spread and development of Buddhism, and the emergence of the samurai. Primary sources will include historical, political, religious and literary texts from the Japanese tradition in English translation.

### **HIS130-03: Contemporary Russia**

In this course, we will trace the journey of the Russian people and state through the demise of the Russian Empire, revolution, civil war, famine, terror, the world wars of the Soviet era, and the chaos and potential of privatization and democratization (but not democracy) of the post-Soviet era. We will also learn of Russia's many cultural and artistic triumphs through literature, music, and film. In discussing Russian literary and cinematic works of the 20th century, we will assess the impact of history on the Russian consciousness. You will learn to identify the major trends in Russian society today, to recognize and dispel myths and stereotypes about contemporary Russia, and to evaluate and compare issues and problems in Russian and American society. You will take up issues of political, economic, social, and cultural importance in readings of fiction and scholarship and in viewings of feature and documentary films.

### **HIS 165-01: Topics in U.S. History: Vietnam War- Michael Zvalaren**

This course will cover the Vietnam War from 1945 to 1975, beginning with the French occupation following World War Two and concluding with the final phase in 1975 and the war's aftermath in the American consciousness. The reading material will cover a broad spectrum, from autobiography to journalism to fiction. Particular attention will be paid to the socioeconomic status of the soldiers, the political climate in the United States during the era, and the cultural texts produced about the war. This course will seek to enhance the understanding and appreciation of students for one of the more contentious moments in American history.

### **HIS165-02 Topics in U.S. History: American Political History- Henry Buehner**

The political history of the United States is a deeply fascinating field. The unique experiment in republican government Americans embarked upon in the late eighteenth century has demonstrated so far to be a resounding success (of which most Americans take great pride). One problem, which develops in this frame of reference, is that it becomes very easy to streamline the past into a neat package that breeds an attitude of historical inevitability (for example, "the United States was destined to be the greatest nation on Earth"). This "essentialization" of American history elides over the many critical moments where the United States could have gone into different directions, and the adaptations that had to occur to work through those moments. This course looks at five critical periods in American history that had greatly significant political ramifications for the United States in the areas of power, organization, and ideology. The purpose of this class is to come to a fuller understanding about the political background and development of the American political experience

**HIS 165-03 and 05: Topics in U.S. History: Disease & Health in American History- Simon Finger**

This course will explore changing American understandings of what it means to be healthy or sick, and how the quest to promote healthiness and avoid disease shaped American history and culture from the colonial era to the 21st century. Using a variety of sources and an interdisciplinary approach, we will examine the relationship of health and environment, disease outbreaks and the responses to them, and battles over health policy. Topics will include the role of disease in American aboriginal depopulation, the catastrophic outbreaks of Yellow Fever and Cholera in the Early Republic, the doctor-patient relationship, the role of medicine in sustaining slavery, movements for dietary and health reform, the effects of urbanization on American health, debates over quarantine and immigration policy, and the role of the media in spreading information and misinformation about preserving health.

**HIS165-04: Topics in U.S. History: Teaching American History- Michael Marino**

This course was designed with two goals in mind. First, it seeks to provide a broad overview of American history and act as an introduction to the major themes and topics that would be found in a typical survey course. Second, the class is intended for prospective teachers of American history and as such will seek to provide strategies, approaches and activities that can be used in a secondary school classroom. These two goals should be thought of as mutually supportive. While historical content is important, students will also be presented with opportunities to think about optimal ways to present this content to secondary school students. This intersection of content and pedagogy is sometimes called “pedagogical content knowledge” and represents the distinct skill teachers possess to turn historical information into something memorable for their students. Given the constraints of class time, it would be impossible to cover American history in the way that would be done in an introductory college survey course. Rather, the class will move in a thematic fashion, focusing specifically on topics that figure prominently in the New Jersey State social studies standards. As such, there will be considerable “gaps” in the coverage of the class, but taken collectively, the various sessions will give students familiarity with the major topics and issues that are addressed in a high school American history/social studies course.

**HIS 200-level Foundations Courses****Spring 2016**

<b>Course Code</b>	<b>Class #</b>	<b>Name</b>	<b>Professor</b>	<b>Days</b>	<b>Time</b>	<b>Regions</b>	<b>Pre-modern</b>	<b>Liberal Learning</b>
HIS 210-01	40510	The Craft of History	Weinstein	TF	9:30-10:50am	--	--	--
HIS 220-01	40551	World History: History Through Myth and Epics	Kovalev	TF	3:30-4:50pm	--	Yes	--
HIS 220-02	40558	World History: Democracy	Chiekova	MR	12:30pm-1:50pn	--	Yes	--
HIS 230-01	40531	Themes in World History: Citizenship and Nationhood	Stauff	M	4:00-6:50pm	--	--	--
HIS260-01	40532	Themes in American History: Early Modern Atlantic World	Carter	MR	11:00am-12:20pm			

## **HIS 200-level Topic Course Descriptions**

### **HIS210-01 The Craft of History- Jodi Weinstein**

This course explores a variety of approaches to the study of history. By reading historical works from different eras and geographic regions, we will discover how the interpretations, writing, and purposes of history have changed over time. We will study and apply various methods used by historians to gather information and draw conclusions. While we work with the assigned readings and participate in discussions with members of the TCNJ History Department, we will also conduct and share our own research projects. Rather than focus on so-called facts (dates, times, locations, and participants), we will examine varying meanings and interpretations of historical events. In addition to asking “what happened,” we will also ask, “what have different historians written about what happened? Have these interpretations changed over time, and if so, how and why?” In this way, we will come to understand history as an ongoing conversation between the past and the present—a conversation in which the students in this class are the most valuable participants.

### **HIS 220-01: World History: History Through Myth and Epics- Roman Kovalev**

The course will explore the many natures of myths and epics: their constructions and historical functions; how and why they were created and perpetuated and revised across cultures from the earliest periods to early modern times.

### **HIS 220-02: World History: Democracy- Dobrinka Chiekova**

Today democracy is the most valued form of government in the world and a political culture with which our society strongly identifies. It had however many critics through the centuries. In this course we will explore the origins of democracy in Ancient Greece, we will compare it with Roman republicanism, and we will track the idea of democracy across other periods and cultures.

### **HIS230-01: Themes in World History: Citizenship and Nationhood- Jon Stauff**

This course will trace the development of the concept of citizenship in a modern nation-state, beginning in the United States and France in the 18th century. After investigating the rise of nationalism in 19th century Europe, students will explore the roles played by citizens in Latin American, African, and Asian countries in the 20th century and contemporary times. Students will read both primary and secondary sources drawn from political, social and cultural history

### **HIS260-01: Themes in American History: Early Modern Atlantic World- William Carter**

The modern world came into being with the advent of oceanic voyages along and across the Atlantic. The peoples of the four continents that surrounded the Atlantic were brought into regular, sustained contact and communication, with results that transformed every society touched the Atlantic (directly or indirectly) in profound ways. This course examines the contacts, colonization, and collision of worlds, cultures, and peoples in this period, with particular attention to the processes that brought them together and transformed their lives. The readings will consist mostly of primary sources from all four continents—North and South America, Africa, and Europe—that shed light on the birth of the early modern world in the Atlantic. Readings will include some landmark texts by Machiavelli, John Locke, and Voltaire along with documents on the conquest of the Aztecs and their conversion to Christianity, the transatlantic slave trade, gender relations and sexuality, the formation of Euro-American colonies, and the American, French, and Haitian revolutions.

## HIS 300-level Lecture/Discussion Courses

### Spring 2016

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS303-01 CLS303-01	42092	History of the Roman Republic	Chiekova	MR	9:30-10:50am	Eurasia	Yes	Global
HIS305-01 CLS305-01 REL305-01	40534	Ancient Christianity	Hlubik	MR	2:00-3:20pm	Eurasia	Yes	Global
HIS306-01 CLS306-01	42288	History of the Byzantine World	Goldman	MR	2:00-3:20pm	Eurasia	Yes	Global
HIS315-01	42290	Early Russia	Kovalev	TF	2:00-3:20pm	Eurasia		Global
HIS324-01 WGS310-01	42291	Women in Eastern Europe	Paces	MR	12:30-1:50pm	Eurasia		Global; Gender
HIS330-01	40535	Post-Mao China	Shao	T/TH	5:30-6:50pm	Eurasia		Global
HIS330-02	42995	History of Korea	Weinstein	TF	11:00am-12:20pm	Eurasia		Global
HIS330-03	42294	Ancient India	Liu	TF	11:00am-12:20pm	Eurasia	YES	Global
HIS341-01	40537	Modern Middle East	Gross	MR	9:30-10:50am	Eurasia		Global
HIS365-01	40539	Teaching American History	Marino	T	5:30-8:20pm	North America		Global
HIS365-02	40540	US Civil and Human Rights	Fisher	TF	11:00am-12:20pm	North America		
HIS383-01	42300	United States 1946-Present	Fisher	TF	9:30-10:50am	North America		
HIS 388-01	42289	Global Environment	Bender	MR	2:00-3:20pm		--	Global
HIS 393-01	42286	Group Research: Silk Road	Liu	TF	3:30-4:50pm	Eurasia	YES	Global
HIS393-02	42287	Group Research: NJ CEL	Carter	R	2:00-5:00pm	North America	--	--
HIS399-01		Internship in History						

**HIS330-02- History of Korea- Jodi Weinstein**

This course examines major events in Korean history from the Joseon (Choson) Dynasty through the present. Using a combination of primary sources, secondary historiography, memoirs, and other writings, we will explore the following topics: China's imprint on Korean cultural and political institutions; Japanese colonial rule in Korea (1910-1945); the Korean War and partition; major events in North and South Korea and prospects for reconciliation on the Korean peninsula. In addition to weekly readings, discussions, and writing assignments, students will have the opportunity to conduct their own semester-long research projects on a topic of their choosing.

**HIS330-03 Ancient India- Xinru Liu**

The object of this course is to study the social and economic institutions and their changes in different historical periods, with an outline of political history of pre-modern South Asia. The discussions will focus on major theoretical issues relevant to current intellectual life, such as the rise of the theory of Aryan Race during the 19<sup>th</sup> century when European scholars explored ancient Indian history, the origins and developments of the caste system, the perfect model of social hierarchy in world history, and early Indian political thoughts and institutions, including both the monarchies and republics. These subjects of Indian historiography were keys to understanding the formation of Indian cultures and have been major quests in the researches of world history. As the scholarship on Indian history in the last few decades has challenged many of the conventional conceptions on India and its culture as described in many textbooks, this course will provide an opportunity for students to update the knowledge of Indian historiography. Through reading, attending lectures, and participating in discussions and debates, students should become aware of those significant historical issues relevant to an understanding of world history and modern Indian society.

**HIS365-01 Teaching American History- Michael Marino**

This course was designed with two goals in mind. First, it seeks to provide a broad overview of American history and act as an introduction to the major themes and topics that would be found in a typical survey course. Second, the class is intended for prospective teachers of American history and as such will seek to provide strategies, approaches and activities that can be used in a secondary school classroom. These two goals should be thought of as mutually supportive. While historical content is important, students will also be presented with opportunities to think about optimal ways to present this content to secondary school students. This intersection of content and pedagogy is sometimes called "pedagogical content knowledge" and represents the distinct skill teachers possess to turn historical information into something memorable for their students. Given the constraints of class time, it would be impossible to cover American history in the way that would be done in an introductory college survey course. Rather, the class will move in a thematic fashion, focusing specifically on topics that figure prominently in the New Jersey State social studies standards. As such, there will be considerable "gaps" in the coverage of the class, but taken collectively, the various sessions will give students familiarity with the major topics and issues that are addressed in a high school American history/social studies course.

**HIS365-02 US Civil and Human Rights- Christopher Fisher**

"Civil Rights to Human Rights in the US" examines America's confrontation with race, gender, and class in its rise from a cotton-producing republic to a global power during the Cold War. The class will combine US domestic and international history to explore America's ongoing effort to resolve the issue of difference, particularly racial and ethnic difference, in its system of liberty and equality. The class satisfies Social Change in Historical Perspective in Liberal Learning requirements, and Race/Ethnicity and Global in Civic Responsibilities.

### **HIS393-01 Group Research: Silk Road- Xinru Liu**

This is a group research seminar course focusing on the Silk Road, the Eurasian trade route networks dating from around the second century BCE when the migrations of steppe nomads facilitated silk trade, to the 13th century CE when maritime trade superseded the land routes as the major means of transportation. Through reading four major monographs of the topic, students get familiar with the scope of the field and thus to select specific topics to write a research essay. The instructor will guide each student to look for the sources of research on the topic and supervise the process of writing step by step. **\*\*\*This course is by Instructor Consent. Please see Professor Liu to take this course.**

### **HIS393-02: Group Research: NJ CEL- William Carter**

This course will consist primarily of supervised research in local archives on different aspects of early New Jersey and the surrounding area, including its Native American peoples; the Dutch, Swedish, and English colonies; and the American Revolution. A small set of common readings will establish context, but the majority of the work in the course will consist of research in local archives and published primary sources. Students will learn how to work with archival and print primary sources, including research methods and the transcription of documents. Students will produce a research paper, give a presentation, and produce materials for a web archive similar to those in the Hurricane Sandy Oral History Project. **\*\*\*This course is by Instructor Consent. Please see Professor Carter to take this course.**

### **HIS399-01 Internship in History**

Please see Dr. Paces for more information

### **Spring 2016 – Reading Seminars**

***Enrollment Note: Some Readings Seminars require faculty consent prior to registration. Please contact the faculty directly to secure a seat in the seminar if consent is required. Consent requirements are noted in descriptions.***

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS 451-01	40545	Women in Early South Asia	Liu	TF	2:00-3:20pm	Asia	Yes	Writing Intensive
HIS451-02	42292	The City in Modern China	Shao	W	5:00-7:50pm	Asia		Writing Intensive
HIS 453-01	40546	Afghanistan	Gross	M	3:30-6:20 pm	Middle East		Writing Intensive
HIS 460-01	40550	Civil War and Reconstruction	Hollander	M	5:30-8:20pm	North America	--	Writing Intensive
HIS460-02	42285	Comparative Slave Rebellion	Audain	W	8:00-10:50am	North America		Writing Intensive
HIS 462-01	40547	Why the Middle Ages Matter	Chazelle	T	3:30-6:20pm	Europe	Yes	Writing Intensive
HIS463-01	42688	History of Plants and Animals	Kovalev	TF	11:00am-12:20pm		Yes	Writing Intensive



## **Readings Seminars Descriptions**

### **HIS 451-01: Reading Seminar in Early Asian History: Women in Early South Asia- Xinru Liu**

**\*\*NO instructor consent required to register. Please enroll on PAWS on your own.\*\***

This course examines women and gender issues in Indian history from ancient times to the 15<sup>th</sup> century. Topics of discussion and research focus on the role of women in state formation in various historical periods. In the last decade, mainly through the popular media, images of women in South Asian countries emerge either as an oppressed, miserable lot, or as beautiful high achievers in all walks of life. This puzzling contrast suggests that the status of women in South Asia should not be viewed as a static and homogenous condition throughout history and across all sectors of society. To fully understand the contributions of women in modern South Asia, it is necessary to examine the pre-modern periods, when different social processes and events created special conditions producing outstanding individual females or reducing women of various social categories to an extremely submissive status. However, a thorough study of the roles of Indian women in political leadership and as an integral part of the historical processes of South Asia is sorely lacking. This issue in India is deeply rooted in history and evolved in many forms and expressed in many kinds of literature. Looking into historical data such as religious texts from Buddhist, Hindu, and Islamic traditions, and secular literature in the forms of epics, dramas, and social regulations will reveal how the roles of gender evolved in Indian society with time, and how certain socially repressive practices against women started and popularized at specific social, political and economic contexts. The research will also reveal how migration and cultural exchanges nurtured strong spirit women, and specific political crises provide opportunities for those heroines to play decisive roles in historical events.

### **HIS451-02: Reading Seminar in Early Asian History: The City in Modern China- Qin Shao**

This seminar is designed to introduce students to the recent scholarship on the thriving field of Chinese urban studies and the changing political, social, and cultural landscape of urban China from the 19<sup>th</sup> to the 21<sup>st</sup> centuries. It covers major urban centers such as Beijing and Shanghai as well as provincial towns and small county seats. It deals with urban cultural and commercial institutions of sociability such as the teahouse and city people from the educated elites to street beggars. The course also studies the post-Mao reform and the impact of a market economy on the Chinese city, including the emergence of new patterns of state and society relationships and grassroots protest. The focus of the seminar is on the impact of modern China on the making of the Chinese city and the role the city played in the making of modern China.

### **HIS 453: Reading Seminar in Early Middle Eastern History: Afghanistan-Jo-Ann Gross**

The Soviet-Afghan War, the tragedy of 9/11 and subsequent American-led invasion of Afghanistan, the US military presence in Afghanistan, the resurgence of the Taliban, the withdrawal of US troops in 2014, and the continued instability in the region have brought Afghanistan to the attention of political analysts, military strategists, historians, and, through the popular media, American households. Despite this attention, and due to a predominant focus on strategic interests and threats, most Americans have a quite limited media-based understanding of the history, culture, economy, society, and politics of Afghanistan. This course aims to move beyond popular representations by closely examining the modern history of Afghanistan. We will consider issues of state formation, ethnic, religious, and tribal identities, political ideologies, colonialism, gender, Islamic movements, and development strategies. Topics include the centralizing and modernizing attempts in the late nineteenth-twenty-first century, British and Russian Imperialism, the Soviet-Afghan War and the Islamic resistance, the rise and rule of the Taliban, the post-Taliban Karzai period and current Ghani era, personal and

political challenges of continued insurgency and post-war recovery, migration, and the role of external powers, particularly the United States and Pakistan. A variety of interdisciplinary sources will be utilized, including history, anthropology, political science, literature, art, and documentary and feature films.

This course meets the seminar requirement for History majors and is available for the minor in Religious Studies, the interdisciplinary concentration in Religious Studies and in Asian Studies, the International Relations major in Middle Eastern Studies and the minors in Middle Eastern Studies and Central Eurasian Studies. **\*\*\*This course is by Instructor Consent. Please see Professor Gross to take this course.**

### **HIS460-01: Reading Seminar in Modern North American History: Civil War and Reconstruction- Craig Hollander**

This seminar will provide a thorough introduction to the history of the American Civil War and Reconstruction, giving students insight into the causes of the sectional conflict, the military engagements of the war, and the politics of national reconciliation. In the process, we will address why the Civil War features so prominently in our collective memory.

### **HIS 460-02: Reading Seminar in Modern North American History: Comparative Slave Rebellion- Mekala Audain**

The mere threat of a slave insurrection instilled fear and panic in white Americans. After all, in much of the southern United States, the African American slave population greatly outnumbered the white population. This course explores the history of slave revolts in Haiti and the United States. It also examines how these acts of resistance transformed the lives of enslaved blacks and their relationships with white Americans, Europeans, and free and enslaved people of African descent. Among the questions we will consider are: in what ways did geography shape the aims of a slave rebellion, how was a successful slave revolt determined, and what were the broader implications of slave unrest and its aftermath in local slave societies? This class will draw from scholarly texts and primary sources to uncover the larger themes and patterns about slavery and slave resistance in the nineteenth-century United States.

### **HIS 462: Reading Seminar in Early European History: Why the Middle Ages Matter- Celia Chazelle**

This seminar explores literary and historical approaches to social justice and morality in medieval Europe and modernity. By what principles was the “just” or “good” society envisaged in the Middle Ages vs today? In what ways can medieval experiences and literature illumine modern thinking about social justice and morality? We will discuss in depth the divergent definitions of morality, sin, and legal transgression in these two historical contexts, the differences in approach between medieval and modern writers and texts, and the differences in how we personally approach each text as individual readers. Students will be asked to draw comparisons between the deep past and the present and compose essays that synthesize and critically analyze texts from both eras.

### **HIS463-01 History of Plants and Animals- Roman Kovalev**

The course will examine plants and animals in context of human history, with a particular emphasis on the period from the Stone Age to 1500 CE. Particular attention will be given to the role plants and animals played in the formation of cultures, societies, economies, and religion-moral codes across the globe.

## Spring 2016 – Capstone Seminars

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS 498-01	40511	Senior Capstone Research Seminar	Shao	W	8:00-10:50am	--	--	Writing Intensive
HIS 498-02	40512	Senior Capstone Research Seminar	Carter	M	3:30-6:20 pm	--	--	Writing Intensive
HIS 498-03	40513	Senior Capstone Research Seminar	Goldman	W	5:30-8:20pm	--	--	Writing Intensive

## Spring 2016 – History Education Courses

*Note: This course must be completed concurrently with SED 399 and SPE 323.*

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HED 390-01	40508	Social Studies Methods	Marino	M/W	5:30-7:25 pm	--	--	--

\*HED 390 schedule will vary throughout the semester. Please see PAWS for exact dates and times

## Winter 2016 Courses

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS177-01	20005	20 <sup>th</sup> Century US	Marino	MTWRF	1:00-4:15pm		--	
HIS181-01	20036	American Culture	Crider	MTWRF	10:00am-1:15pm			

## Summer 2016 Courses

Course Code	Class #	Name	Professor	Days	Time	Regions	Pre-modern	Liberal Learning
HIS165-01	TBA	History of New York	Marino	Maymester	TBA			
HIS190-01	TBA	US Race Relations	Fisher	Maymester	TBA			
HIS351-01	TBA	Ancient and Medieval Africa	Bender	Maymester	TBA			
HIS370-01	TBA	The US in World History	McGreevey	Maymester	TBA			
HIS461-01	TBA	Gender, Film, and History in Eastern Europe	Paces	Maymester /Summer A	TBA			
HIS220-01	TBA	The Vikings	Kovalev	Summer A	TBA			
HIS300-01	TBA	Ancient Slavery	Goldman	Summer A	TBA		YES	
HIS387-01	TBA	History of Alcohol	Kovalev	Summer B	TBA			

### **HIS220-01 The Vikings- Roman Kovalev**

This course examines the world of the Norse peoples at home in Scandinavia and abroad during the Viking Age (ca. 750-ca. 1050). The object of the course is to reconstruct the Viking ways of life and culture through the reading of Icelandic sagas, secondary scholarly literature, and the examination of archaeological and numismatic evidence. In addition, much attention will be given to the questions of how and why the Vikings influenced other societies from Eastern Europe to North America and on to Byzantium and the Islamic world

### **HIS461-01 Gender, Film, and History in Eastern Europe- Cynthia Paces**

\*\*\*\*\* Tuesdays and Thursdays 10:00-1:30, May 23-June 30\*\*\*\*\*

Film has been called “Eastern Europe’s most important art.” The region’s former communist countries received wide acclaim from an international audience, capturing many Oscar nominations and Cannes Film Festival prizes. However, the importance of film as an art form is only part of the story. Filmmakers used this medium to comment subtly and boldly on the political situation in their countries. Using humor, historical themes, and metaphor, East European filmmakers drew worldwide attention to contradictions inherent in the Communist system. This course will focus on East European history in the Communist and post-Communist eras. We will screen films from Czechoslovakia, Poland, Hungary, East Germany, and the Soviet Union. A variety of readings, such as short stories, memoirs, interviews, and historical texts, will accompany each film. Students will also have an opportunity to research an important theme or director from the region.

### **Frequently Asked Questions**

1) Order of Courses – Your first course should be HIS 210 Craft of History. If you have not completed this course, you must enroll in this course this fall. If you are taking Craft of History this coming fall, we recommend that you also enroll in a 100-level Gateway course. If you took Craft in the spring, you may take a 100-level Gateway course and a 200-level Foundation course or two 200-level courses. (You do not have to take a 100-level course to complete the major, but if you do, you may only count one toward your major requirement.) Once you have completed Craft of History, we recommend that you enroll in a 100-level Gateway course and a 200-level Foundation course. After you have completed these three courses, you may select from a variety of 200, 300, and 400-level courses. Reading Seminars should be completed one per semester and before you enroll in the senior capstone seminar. The capstone should be your final course or one of your final courses.

2) Number of Courses per Semester – No more than three history courses should be completed per semester. If you are a double major, plan your course work accordingly. If you are a transfer student, you are only permitted to enroll in three history courses per semester if you have a GPA of 3.3 or higher or by special permission from the Department Chair.

3) The History Minor Requirements - Five course units minimum. Three courses must be 300 or 400 level and from three distinct geographical categories: Africa, America, Asia, Eurasia, Europe, Latin America, or Middle East. No more than one course at the 100-level. The 200 level foundational courses are reserved for History majors, though History minors may enroll if space is available. Occasionally a professor may admit a History minor to a Readings Seminar, if space is available.

4) History Requirements for Education Double Majors - Education double majors with a second major in History are required to follow the same requirements in History as History Liberal Arts majors, except that you must take at least one course in US History.

5) Education Course Order for History Secondary Education majors: EFN 299 and SED 224 must be completed prior to the Junior Field Experience (SPE 323, SED 399, and HED 390); however, we do **not** recommend that EFN 299 and SED 224 be completed in the same semester due to the time constraints of the practicums for each course. EFN 299 and EFN 398 can be taken concurrently. EFN 398 does not need to be completed before JFE. JFE is now offered in both Fall and Spring semesters.

6) Economics Requirement for History Secondary Education Majors – To fulfill the Economics requirement and a History 300-level course with the same course, the History Department offers HIS365-01 Teaching Economics and Economic History biannually. If you cannot enroll in this course, you may enroll in ECO 101, ECO 102, or ECO 210 to fulfill the Economics requirement; however, please note the mathematics prerequisite for ECO 101 and 102.

7) Political Science Requirement for History Secondary Education Majors\*\* - The required course is: POL 110 American Government.

You may substitute one of the following if you are unable to take POL 110:

- b) POL 311 Presidency and American Congress
- c) POL 315 Parties, Interest Groups, and the Media
- d) POL 316 Public Opinion, Voting, and Elections
- e) POL 320 Constitutional Law

\*\*This is a change to previous POL requirements for Secondary Education. If you have already taken POL 250 or another acceptable POL course, you are exempt from this change. If you have not taken a POL class yet, please take POL 110. It may take some time for the change in requirement to show on PAWS.