Course Descriptions for Spring 2018

**Department of History**

**METHODS**

HIST 201 – Doing History: Joan of Arc (Prof. Arnold)

This is NOT the typical lecture course with which you are familiar. This course instead functions as a workshop and seminar, which means that the instructor merely guides and moderates rather than acts as a dispenser of knowledge. This is not a course that intends to fill your head with facts about Joan of Arc, the famous French saint and heroine of the Hundred Years War. This historical figure serves instead to introduce you to the methods and skills of historical analysis. In this class, you will analyze various types of historical sources, explore the concept of historiography, assess and interpret historical evidence, present historical information through various types of historical writing, and examine the architecture of the historical essay and book. Prior knowledge of European or Medieval history, while helpful, is not necessary to be successful in this course. The primary goal of the course is to produce a portfolio of assignments, each of which teaches some aspect of historical research. All assignments must focus on Joan of Arc, though students will find that this subject comprises a variety of topics within a number of historical fields.

HIST 495/499 – Capstone: Enlightenment (Prof. Staples)

The Capstone will focus this semester on the Enlightenment, an intellectual movement of the late 17th and 18th centuries that promoted rationalism and secularism as an antidote to tradition. This course will examine the Enlightenment from multiple perspectives, exploring its impact on religion, politics, and society, and tracing its course beyond Europe.

HIST 495 is a capstone course that will permit students to engage in original research and produce a final essay as a showcase for the skills they have developed as a history major. Students should be prepared to read widely, and engage in weekly discussions about their reading and research.

**UPPER LEVEL COURSES**

**American**

\*\*HIST356/ETHN356: American Indian History (Prof. Hagedorn)

This course will introduce you to the major topics and themes in North American Indian history from precontact to the present. While it will follow a recognizable chronological pattern and deal with many of the topics you have been exposed to in other United States history courses, this course will in many places have very different emphases and perspectives as we attempt to view American history, at least in part,from a Native American perspective. It should allow you to integrate American Indians’ stories into a broader American historical framework. By studying American Indian history within the context of mainstream American history, you will become aware of the issues surrounding Native Americans' treatment by and interaction with European American society from first contact through the present and begin to appreciate the adaptability and persistence of native identities and cultures in North America.

HIST 359 – Ethnicity and Race (Prof. Aarim)

This course examines race and ethnic relations in the United States and in other contemporary multiethnic/multiracial societies, including South Africa, Brazil, Canada, and France. The course is divided into three units. First, we study some basic concepts, such as ethnicity and race, racism and ethnicism, racial and ethnic stratification, prejudice and discrimination, and the theoretical models of race relations. Then the course moves to an examination of the role of ethnicity and race in shaping collective and personal identities in the United States. Finally, we consider patterns of race and ethnic relations in other societies while adopting a comparative perspective--vis-à-vis the American (U.S.) case. Our global approach will emphasize the prevalence of intergroup conflict in the modern world.

HIST 396/INDS 302 – Digital Material Culture (Prof. Litwicki)

To study material culture is to study the “stuff” (or artifacts) of everyday life, from toys to paintings, from tools to furniture and decorative objects, from houses to automobiles. These objects become another type of primary source for historians. Many of them end up in museums and historic houses, and it is up to historians and museum professionals to research and interpret them. Indeed, the interpretation & analysis of artifacts is central to the mission of all types of museums and historic sites/buildings. It can also contribute to our historical understanding of the way people lived in different periods. This course will provide an introduction to material culture and hands-on experience in researching and analyzing artifacts from local museums. The course will also introduce you to digital methods for presenting material culture analysis. The course will include both seminar days, when we will discuss readings on material culture theory and methods, and workshop days, when we visit museums, do computer work, etc. The class will develop a digital exhibit on objects that tell the history of Chautauqua County, modeled in part on Richard Kurin's *The Smithsonian's History of America in 101 Objects.*

HIST 399 – Biography (Prof. Hildebrand & Prof. Staples)

Biography has not always been considered the historian's friend.  It has been lambasted as unscholarly.  It has been critiqued for upholding the "great man" approach to doing history.  Summarizing this complicated relationship, David Nasaw referred to biography as history's "unloved stepchild, occasionally but grudgingly let in the door, more often shut outside with the riffraff."  This class will throw open the door and make the riffraff the center of attention!  We'll discuss the long, complicated, and sometimes troubled relationship between history and biography, giving students the opportunity to consider the ways that biography helps us to understand the human condition.  This class will emphasize the essential historical skills of research and writing.

HIST 399 may be used as either a European or American History course within the history and SSED majors.

**Western Civ/European**

\*\*HIST 301 – The Greek World (Prof. Arnold)

The course surveys the history of Ancient Greece from c. 2000 BCE—196 BCE, exploring the development of Greek social, cultural, and political institutions from their origins in the Bronze Age until their assimilation into a wider Greco-Roman context.  The Greek World begins with the palatial systems and the aristocratic warrior mentality of the Bronze and Dark Ages, to be followed by the emergence of urban civilizations and democratic institutions in the Archaic Era.  The appearance of the polis and its cultural institutions, with its tension between aristocratic and democratic elements, forms a crucial theme of the course.  Interaction between the Greek world and the Near East is highlighted, culminating in the Persian Wars and the fabled “Fifty Years” that followed.  The decline of the polis, the emergence of Macedon, and the formation of the Hellenistic Kingdoms and their distinctive cultural systems constitute the final portion of the course.

HIST 311 – Europe in the Modern World (Prof. Lyon)

This course examines major social, political, economic and cultural aspects of late-nineteenth- and twentieth-century Europe. The first part of the course considers the legacy of rapid industrialization, European imperialism and the rise of nationalism in the second half of the nineteenth century.  The second part of the course focuses on World War I: its causes, theaters of war and legacy. Part of the legacy of World War I was profound economic and social instability as well as cultural dislocation.  The rise of totalitarianism will be considered in this context.  The third part of the course explores totalitarianism in Russia, Italy and Germany.  World War II, the Cold War and the collapse of communism are the foci of the final part of the course.

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**Other World/Global**

\*\*HIST 272 – Africa Before the 1800s (Prof. Fabian)

This course explores the history of Africa from the earliest civilizations and empires up to the beginnings of European colonialism. It examines the development of African states and societies; trade and economy; and the impact of the environment upon all of these themes. The course analyzes how Africa influenced global developments and how global developments affected Africa including: Africa’s contact with Islam and Christianity; the rise and impact of the transatlantic slave trade on African societies; and the onset of European colonialism. Students should come away from this course with a better understanding of the significance of Africa to world history.

HIST 310 – World Environmental History (Prof. Kinkela)

This course will focus on the environmental history of the twentieth century from a global perspective. It will examine how people shaped the natural environment and how, in turn, nature has influenced the human past. We will explore such topics as environmental degradation, species extinction, pollution, epidemic diseases, social justice, science and technology, and political power while also thinking about the history of reform, adaptation, and recovery.  Our exploration into the study of the environment will call attention to the connections *and* interdependencies between *Homo sapiens* and the natural world and will emphasize the methodologies and analytical tools environmental historians use to examine the past.

\*\* HIST 366 - Late Imperial China (Prof. Fan)

This upper-division course covers the history of later imperial China, framed broadly as the Song through Qing dynasties, ca. 960-1911 CE. It offers a humanistic understanding of some fundamental political, economic, and social changes in China’s past millennium by investigating the individual lived experience from both social elites and ordinary people. It also places China’s transformations within a world-historical context. Key topics include: the rise of the civilian government in politics, the integration of Confucian moral value systems in society, the entry to the early modern world through trade and cultural exchanges, and the formation of the multi-ethnic empire and China’s subsequent expansion to Central Inner-Eurasia.