

Course Title: History of Race and Gender

Term: Fall 2019

Sections:

TR 11:20am-12:50pm (CRN 40864)

TR 1:00pm-2:30pm (CRN 40865)

Instructor: Prof. Margarita R. Ochoa, Ph.D.

Course Description:

What is race? What is gender? Are these categories of identity purely biological, social, or cultural constructs? Also, what is their relationship to economic status, politics and national identity, and environment? This seminar will introduce you to questions of race and gender for Latin America. The course begins with the invention of the “Indian,” which lies in Columbus’ infamous crossing of the Atlantic in 1492, followed by Spanish and Portuguese conquests in the Americas. The course then explores the Trans-Atlantic Slave Trade and the African diaspora in Latin America to uncover the African roots of some of Latin America’s best-known cultural traditions. Equally examined in class are also Asians and the vast mixed-race (i.e. *casta* and *ladino*) populations of America. Overall, this seminar will challenge you to examine how ruling powers (Crown, Church, Republics, etc.) and individual men and women created, imposed, and manipulated categories of race and gender in the history of America, from 1492 to the present day. Your work for this seminar will expose you to a field of study characterized by vibrant (read: heated!) scholarly debate on questions of identity, power, and social justice.

Student Learning Outcomes:

- *Historical Knowledge:* This course will introduce students to a wide array of Latin American peoples, cultures, regions, and politics.
- *Historical Thinking:* Students will work on evaluating historical evidence in order to understand the concept of context, and to comprehend the meaning of change over time.
- *Critical Reasoning:* Students will work on their abilities to formulate arguments based in evidence.
- *Clear Communication:* Students will work on strengthening their abilities to communicate their arguments in written and verbal styles that are coherent and reflective as well as analytical and grammatically correct.

Prerequisites: None.

Required Texts: TBD

Coursework and Expectations:

Seminar Participation: 30%

Research and Assignments: 30%

Midterm and Final Exams: 40%

Term: Fall 2019
Course No. & Section: FFYS 1000, Section 23
Course Title: Imagining Lincoln
Core Area: First Year Seminar
Section Time: Tuesdays/Thursdays, 11:20am-12:50pm
Instructor: Dr. Carla Bittel

Course Description:

Who was Abraham Lincoln? Thousands of books, countless articles, and several generations of historians have explored this question. Today, we are still looking for answers. Why? This First Year Seminar course explores history's many versions of Lincoln as a case study in historical interpretation and investigation of historical memory. It unpacks the fascination with Lincoln, as Americans search for authentic leaders, construct mythologies, and create meaning about the Civil War.

The objectives of the course are twofold. First, students will learn about Lincoln and his times through reading, analyzing and critiquing primary and secondary sources. We will pay special attention to Lincoln's views on race and slavery, and his handling of southern secession, the Civil War, and emancipation, in order to elucidate broader issues of race, power and privilege. We will also examine Lincoln's assassination and his legacy in American politics to understand how his memory has been constructed and reshaped over time. Second, students will use Lincoln to contend with different modes of historical analysis and interpretation. They will engage with the problems and potential of biographical writing, in addition to methods in social and cultural history, gender and family history, political and military history, discourse and cultural studies, psychological history and history of sexuality. Finally, we will also examine the visual and material representations of Lincoln, from portraits to photos, from documentaries to Hollywood films, from postage stamps to action figures, to understand how his image has changed over time.

Learning Outcomes:

This course will introduce students to the intellectual rigor that characterizes an LMU education and will use this topic to teach critical thinking and principles of historical analysis. Students will learn to engage critically and reflectively in scholarly discourse; to exercise critical thinking in oral discussion and writing; to evaluate primary and secondary sources; to conduct research using library catalogs and databases.

Prerequisites/Recommended Background: N/A

Required Texts/References (subject to change):

Michael P. Johnson, ed. *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches* (Bedford/St. Martin's, 2nd ed, 2011).

Eric Foner, ed. *Our Lincoln: New Perspectives on Lincoln and His World* (W.W. Norton, 2008).

Jackie Hogan, *Lincoln, Inc.: Selling the Sixteenth President in Contemporary America* (Roman and Littlefield, 2011).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 9th ed., 2018).

*Additional primary source readings and secondary articles/excerpts posted on MYLMU Connect.

Course Work/Expectations:

Students will be evaluated through a series of writing assignments, presentations, and class participation.

Term: Fall 2019
Course No. & Section: FFYS 1000, Section 36
Course Title: Imagining Lincoln
Core Area: First Year Seminar
Section Time: Tuesdays/Thursdays, 1:00pm-2:30pm
Instructor: Dr. Carla Bittel

Course Description:

Who was Abraham Lincoln? Thousands of books, countless articles, and several generations of historians have explored this question. Today, we are still looking for answers. Why? This First Year Seminar course explores history's many versions of Lincoln as a case study in historical interpretation and investigation of historical memory. It unpacks the fascination with Lincoln, as Americans search for authentic leaders, construct mythologies, and create meaning about the Civil War.

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Prerequisites/Recommended Background: N/A

Required Texts/References (subject to change):

Michael P. Johnson, ed. *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches* (Bedford/St. Martin's, 2nd ed, 2011).

Eric Foner, ed. *Our Lincoln: New Perspectives on Lincoln and His World* (W.W. Norton, 2008).

Jackie Hogan, *Lincoln, Inc.: Selling the Sixteenth President in Contemporary America* (Roman and Littlefield, 2011).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 9th ed., 2018).

*Additional primary source readings and secondary articles/excerpts posted on MYLMU Connect.

Course Work/Expectations:

Students will be evaluated through a series of writing assignments, presentations, and class participation.

COURSE TITLE: Premodern World History
COURSE NUMBER (CRN#): HIST 1010 (CRN# 43185 & 44398)
SECTION TIMES/DAYS/PLACE: MWF 12:40 – 1:40 & MWF 1:50 – 2:50
INSTRUCTOR: FACULTY
CORE AREA: Historical Analysis & Perspectives
FLAGS: None
HISTORY CONCENTRATIONS: Global Economies, Encounters, and Exchange

COURSE DESCRIPTION / PRINCIPAL TOPICS

This course is less a survey in world civilizations than an exploration of a variety of cross-cultural interactions across time and a series of developments that crossed state and regional lines. We will focus on the “premodern” period from the Neolithic revolution to the beginning of the era of European exploration in the mid-fifteenth century. Topics explored will include: the birth of urban society alongside pastoral nomadism between 3000 and 1000 BCE, the emergence of consolidated empires in Persia, China, and Rome and their subsequent crises, the expansion of Christianity and Islam, the Christian empires of the early-medieval period, the evolution of the Chinese empire, the Silk Road and Indian Ocean trading systems, and the Vikings and the Mongols.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the chronology and key questions in the history of the premodern world.
2. Students will use a variety of primary sources to analyze developments in premodern world history.
3. Students will analyze secondary sources to understand the nature of historical interpretation and argumentation and how historians “do” history.
4. Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, in writing and in speech, using a variety of sources as evidence to support their claims.

PREREQUISITES / RECOMMENDED BACKGROUND

None. HIST 1010 is required for Liberal Studies students.

REQUIRED TEXTS

To be determined.

COURSE WORK/EXPECTATIONS (tentative)

Regular attendance and active participation in class discussions
Regular short writing responses
Analytical essays
Midterm and final examinations

COURSE TITLE: Modern Global Environmental History

COURSE NUMBER: HIST 1060

SECTION TIMES/DAYS:

HIST 1060-01: MWF 10:20-11:20am

HIST 1060-02: MWF 11:30-12:30pm

INSTRUCTOR: Amy Woodson-Boulton

CORE AREA: EHAP

FLAGGED: N/A

CONCENTRATIONS: HGEE, HEST

COURSE DESCRIPTION/PRINCIPAL TOPICS

A course in global history with a particular focus on environmental history, exploring how humans, animals, natural forces, and science and technology have shaped the environment; the ways in which historical developments such as migration, empire, trade, industrialization, and urbanization have affected humans' relationships with nature; and how the environment has affected historical developments. Students will consider a wide variety of economic, political, and cultural conceptions of – and relationships with – environments, animals, and “nature.”

STUDENT LEARNING OUTCOMES

- Students will know the chronological sequence and geographical framework appropriate to the subject matter of the course.
- Students will be able to analyze primary sources of multiple varieties and distinguish them from scholarship (secondary sources).
- Students will understand that historical knowledge emerges from debates over the interpretation of evidence.
- Students will learn to construct arguments about the past based on evidence and utilizing critical language appropriate to the subject matter and discipline of history.
- Students will value the complex process by which the present emerged out of the past.
- Students will understand and appreciate the changing relationship between human societies and the natural world.

PREREQUISITES/RECOMMENDED BACKGROUND

None.

REQUIRED TEXTS

Primary sources available online

Secondary sources such as:

B. Lieberman and E. Gordon, *Climate Change in Human History*

R. Woods, *The Herds Shot Round the World*

J.R. McNeill, *A Companion to Global Environmental History* and/or *An Introductory Reader*

COURSE WORK/EXPECTATIONS

Class Participation	10%
Reading Responses	10%
Two Deconstructed Essays	40%
One Finished Essay	20%
One Take-Home Exam/Project	20%

COURSE TITLE: European Empires, Exploration, and Exchange since 1500
COURSE NUMBER (CRN#): HIST 1200 (CRN# 44401 & 44402)
SECTION TIMES/DAYS/PLACE: TR 1:00 – 2:30 & TR 2:40 – 4:10
INSTRUCTOR: FACULTY
CORE AREA: Historical Analysis & Perspectives
FLAGS: None
HISTORY CONCENTRATIONS: Global Economies, Encounters, and Exchange

COURSE DESCRIPTION / PRINCIPAL TOPICS

"Globalization" is often assumed to be a produce of the last couple of decades, but the peoples of the world have engaged in exploration and exchange for centuries, even millennia. This course explores the ways in which Europeans interacted with the rest of the world, in terms of exploration, trade and exchange, and imperialism. Students will study the development of overseas empires from the early Portuguese and Spanish exploration of Africa, the Americas, and the Indian Ocean to the late-nineteenth-century "Scramble for Africa" and the establishment of global dominance in the years before the world wars of the twentieth century. Rather than seek to understand European and world history since 1500 as a simple history of European conquest and domination, the course focuses on a series of "encounters" and "exchanges" between Europeans and the peoples of the Americas, Africa, Asia, and the Middle East, which served to transform all the cultures and societies involved in those encounters; in doing so, we will question the dominant narrative about the rise of Europe. We will examine various interpretations of empire, colonization, and imperialism – linking politics, economics, social relations, culture, science, and technology – as well as the processes and implications of anti-imperial and independence movements of the late-nineteenth and twentieth centuries. Finally, we will consider the continuing effects of conquest, racism, and global systems of inequality in the contemporary world.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the chronology and key questions in the history of European empires.
2. Students will use a variety of primary sources to analyze developments in modern European and world history.
3. Students will analyze secondary sources to understand the nature of historical interpretation and argumentation and how historians "do" history.
4. Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, in writing and in speech, using a variety of sources as evidence to support their claims.

PREREQUISITES / RECOMMENDED BACKGROUND

None.

REQUIRED TEXTS

To be determined.

COURSE WORK/EXPECTATIONS (tentative)

Regular attendance and active participation in class discussions
Regular short writing responses
Analytical essays
Midterm and final examinations

COURSE TITLE: The United States and the World
COURSE NUMBER (CRN#): HIST 1400 (CRN# 43598 & 43691)
SECTION TIMES/DAYS/PLACE: TR 9:40 – 11:10 & TR 11:20 – 12:50
INSTRUCTOR: FACULTY
CORE AREA: Historical Analysis & Perspectives
FLAGS: None
HISTORY CONCENTRATIONS: Race, Gender, and Culture

COURSE DESCRIPTION / PRINCIPAL TOPICS

This course is an introductory survey of the modern history of the United States, roughly from the Civil War until the present day. It focuses on the experiences of groups and individuals and their relationships to the broader structures of United States society, by examining changes to American society over time, exploring their causes, and analyzing their consequences within a transnational (or global) context. The course also highlights several themes that will help students better understand the ways in which the U.S. and its place in the world changed over time, including: immigration and migration, industrialization and deindustrialization, globalization, race and race relations, gender and sexuality, and so on.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the chronology and key questions in the history of colonial North America and the early United States.
2. Students will use a variety of primary sources to analyze developments in American history.
3. Students will analyze secondary sources to understand the nature of historical interpretation and argumentation and how historians “do” history.
4. Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, in writing and in speech, using a variety of sources as evidence to support their claims.

PREREQUISITES / RECOMMENDED BACKGROUND

None.

REQUIRED TEXTS

To be determined.

COURSE WORK/EXPECTATIONS (tentative)

Regular attendance and active participation in class discussions

Regular short writing responses

Analytical essays

Midterm and final examinations

Term: Fall 2019

Course Title: The United States and the World

Course #: HIST 1400-02

Time: TR 11:20-12:50

Instructor: Sean Dempsey, S.J.

Core: EXP-Historical Analysis and Perspectives

Course Description:

This course is an introductory survey of the modern history of the United States, roughly from the time of the Civil War until the present day. It focuses on the experiences of groups and individuals and their relationships to the broader structures of United States society, by examining changes to American society over time, exploring their causes, and analyzing their consequences within a transnational (or global) context. The course also highlights several important themes that will help students better understand the ways in which the US and its place in the world changed over time, including: immigration and migration, industrialization and deindustrialization, globalization, race and race relations, gender and sexuality, and several others.

This course is a combination of lectures and classroom discussion, which will most often be based on the assigned reading (study questions will be provided ahead of time to help focus the discussion). Classroom participation is integral to the student's engagement with historical sources and the debates that surround them. Assigned readings and study questions emphasize primary sources as well as historiographical essays. Students will complete a midterm and final exam and write two book reports (3-5 pages each) and a longer research paper (8-10 pages) on a topic of their choice (in consultation with the instructor), in addition to the readings and study questions that will be due each time class meets.

Student Learning Outcomes:

There are two major learning outcomes for this course. The first is a deeper understanding of both the chronology and major themes of U.S. history in the modern period, with a special emphasis on the global dimensions of this history. The second is a basic understanding of the craft of history, with special attention to the analysis of primary historical sources, as well as an understanding of how historians use evidence in order to understand and debate the meaning of the past.

Prerequisites/Recommended Background: None

Required Texts (Tentative):

Coates, Ta-Nehesi, *Between the World and Me*

Friedan, Betty, *The Feminine Mystique*

Appy, Christian, *Patriots: The Vietnam War Remembered from All Sides*

Additional readings on Brightspace.

Course Work/Expectations: Students are expected to attend the lectures, complete all assignments on-time (including readings, study questions, and papers), and participate actively in the classroom discussion. Grades will be based on a combination of two exams, two book reports, one research paper, and class participation.

COURSE TITLE: The United States and the Pacific World

COURSE NUMBER: HIST 1401/APAM 1118

SECTION TIMES/DAYS: HIST 1401.01/APAM 1118.01 TR 1:00 p.m.-2:30 p.m.
HIST 1401.02/APAM 1118.02 TR 2:40 p.m.-4:10 p.m.

INSTRUCTOR: Professor Constance Chen

CORE AREA: Satisfies the Historical Analysis and Perspectives (EHAP) Requirement

COURSE DESCRIPTION/PRINCIPAL TOPICS:

Since the eighteenth century, when merchant ships shuttled back and forth between New York and Canton, the United States has had significant exchanges and encounters with the Pacific World. Using race, class, and gender as prisms, this lower-division course will explore the ways in which the development of American histories, cultures, and societies have been transformed by Asians, Pacific Islanders, and Asian Americans from the earliest contact to the twenty-first century within transnational and comparative frameworks. Topics to be discussed will include international politics and the enactment of immigration legislations, nativist sentiments, the formation of nationalist ideals, labor and work, changing ethnic enclaves, and racial and gender discourses, among others. Students will analyze these themes and issues in light of the "opening" of the Pacific markets, the Westward expansion, and American participation in international conflicts as well as other historical events.

STUDENT LEARNING OUTCOMES:

To acquire an understanding of the political, cultural, and socioeconomic factors that have shaped the development of the United States in light of exchanges with the Pacific World from the colonial era to the twentieth-first century; to explore and discuss primary sources and secondary documents in order to synthesize and critically evaluate the information presented to develop independent points of view on issues including immigration policies, international relations, and racial discourses.

PREREQUISITES/RECOMMENDED BACKGROUND:

None

REQUIRED TEXTS:

Readings will include a variety of primary documents such as institutional records, newspaper accounts, and personal letters as well as scholarly monographs and articles.

COURSE WORK/EXPECTATIONS:

Students will be evaluated by their attendance and participation, writing assignments, essay exams as well as other exercises designed to delve further into the class topics and themes.

COURSE TITLE: Modern Middle East: State, Society, and the Citizen

COURSE NUMBER: HIST 1500 (01) and (02)

SECTION TIMES/DAYS: MWF 10:20-11:20 and MWF 11:30-12:30

INSTRUCTOR: Najwa al-Qattan

CORE AREA: EHAP

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course explores the political, socio-economic, and cultural history of the Middle East from the Ottoman conquest of Constantinople in 1453 to the present. It follows the history of the region through the rise of the Ottoman and Persian empires in the early modern period to their demise at the end of the Great War and the emergence of the nation-states that comprise the region today. The course looks at historical transformations in the Middle East considering the twin contexts of Islam and the West by focusing on the evolving relationships among states (including empires), communities, and the subject/citizen.

STUDENT LEARNING OUTCOMES

The course has the following objectives: (1) to introduce students to the broad history of the Middle East since 1453 by focusing on the changing relationships among states, communities, and subjects/citizens and their regional and global contexts; (2) to familiarize students with a selected number of critical issues in Middle Eastern history, including the emergence of nationalism, the authoritarian state, European imperialism, and Islamist movements; (3) to foster in students the conceptual skills needed to make sense of historical as well as current events.

PREREQUISITES/RECOMMENDED BACKGROUND

None

REQUIRED TEXTS

William Cleveland & Martin Bunton, *A History of the Modern Middle East*. 6th edition.

COURSE WORK/EXPECTATIONS

Students will be required to: (1) attend all the lectures and do all the assigned readings in a serious and timely fashion; (2) sit for midterm and final examinations; (3) keep a weekly journal; (4) write two four-page analytic essays.

COURSE TITLE: **Modern Asia**
COURSE NUMBER: HIST 1800 / ASPA 1998

SECTION TIMES/DAYS: **TR 1:00-2:30 pm, UNH 4802**

INSTRUCTOR: Dr. Meng Zhang

CORE: Explorations Historical Analysis and Perspectives (EHAP)

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces the political, socio-economic, and cultural history of East Asia from 1600 to the present. Shifting our focus away from nation-state chronologies, this course aims to trace major transformations of the region by exploring a variety of common themes and questions in East Asia's turbulent experiences with modernity. The transition from early modern (17th & 18th centuries) to modern (19th & 20th centuries) in East Asia was marked by the replacement of a China-centered regional order by the advent of western powers and the rise of imperial Japan, and the replacement of Confucian world views with a series of "-isms" that marked modern world history (nationalism, feminism, colonialism, imperialism, fascism, socialism, and communism). We will examine how such transformations played out in different areas of East Asia and affected them differently – some became recognizable nation states, others were submerged as uneasy frontiers, and still others remained or became strange outliers in the nation-state-dominated international landscape. This historical perspective will help us comprehend the contemporary structure and tensions in the region and the (re)rising of China.

STUDENT LEARNING OUTCOMES

After taking this course, students will have a good understanding of the historical context in which East Asia's modern transformation and geopolitical interactions have unfolded.

Core: Historical Analysis and Perspectives

- Students will acquire a general knowledge of the geography, history, and culture of East Asia.
- Students will be able to analyze primary sources of multiple varieties and distinguish them from scholarship (secondary sources).
- Students will understand that historical knowledge emerges from debates over the interpretation of evidence.
- Students will learn to construct arguments about the past based on evidence and utilizing critical language appropriate to the subject matter and discipline of history.
- Students will value the complex process by which the present emerged out of the past.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS.

- Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea: 1910-1945* (Cornell University Press, 2001).
- David C. Kang, *East Asia Before the West: Five Centuries of Trade and Tribute* (New York: Columbia University Press, 2010).
- Additional required readings will be available as PDFs

COURSE WORK/EXPECTATIONS

- 10% Participation
- 20% Reading quizzes
- 10% Essay
- 35% Take-home mid-term and final exams
- 25% Group research project and presentation

TERM: Fall 2019

COURSE TITLE: Red White and Black: Race in Colonial America

COURSE NUMBER: FDIV/History 2300

SECTION TIMES/DAYS: MW 12:40-2:10, 2:20-3:50

INSTRUCTOR: Dr. Cara Anzilotti

CORE AREA: Studies in American Diversity

COURSE DESCRIPTION (PRINCIPAL TOPICS COVERED):

This course will introduce students to the history of different cultures within American society, examining the ways in which each made accommodation for, clashed with or was absorbed by the others. A social and cultural history of North America and the United States from the beginning of white settlement until the end of the colonial period, "Red, White and Black" will focus on the impact of competing cultures as they developed and collided during 200 years of contact. Particular attention will be paid to the experiences of marginalized individuals and groups, most importantly Native Americans and Africans/African Americans, examining their relationships to the broader structures of colonial American society. This course will help students understand early American history as a series of cross-cultural interactions, internal migrations and new immigrations, and historical experiences shaped by race, ethnicity, class, gender and region. Students will trace the development of an American cultural identity during the seventeenth and eighteenth centuries and gain an understanding of the genesis of race relations in the United States.

STUDENT LEARNING OUTCOMES:

Students will gain an understanding of race as a social construct. They will examine the European introduction of race as a category of inclusion or exclusion, as a means of distinguishing Europeans from a stigmatized, subordinated "other," most often either indigenous peoples or those of African origin.

Students will read and analyze a variety of primary sources and secondary sources. Through this close reading students will gain a solid understanding of the nature of race relations and the development of racism in early American history (how and why individuals and groups were subordinated or privileged) and its persistence and impact on contemporary society.

Students will explore the ways in which the concept of race, and the privileges or discrimination it fostered, were enhanced by further favoring or marginalizing individuals and groups based on such categories as gender or class. They will learn that diversity in colonial society was not measured by race alone, and that a variety of categories were employed as a means of inclusion or exclusion.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS:

Johnson, *Reading the American Past*

Calloway, *New Worlds for All: Indians, Europeans and the Remaking of Early America*

Hanson, *Gods's Mercy Surmounting Man's Cruelty*

Wood, *Strange New Land: Africans in Colonial America*

Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Smith, *A Narrative of the Life and Adventures of Venture, a Native of Africa*

COURSE WORK/EXPECTATIONS:

Attendance at lectures and participation in regularly scheduled class discussions; an 8-10 page analytical essay on the assigned memoirs; two reading responses on the historical studies, 5-7 pages each; a midterm and a final exam.

COURSE TITLE: Telling History in Public
COURSE NUMBER (CRN#): HIST 2910 (CRN #43477) (fulfills 2000-level seminar requirement)
SECTION TIMES/DAYS/PLACE: MW 12:40 – 2:10 / UHall 3442
INSTRUCTOR: Elizabeth A. Drummond
CORE AREA: None
FLAGS: Engaged Learning (LENL); Quantitative Literacy (LQTR)
HISTORY CONCENTRATIONS: Public & Applied History (HPAH)

COURSE DESCRIPTION / PRINCIPAL TOPICS

History 2910 Telling History in Public introduces students to the study of history, including historical method, the writing of history, and historical interpretation, with a particular focus on the field of public history. Public history refers to those aspects of historical work that engage the public with the past, including both the study of public narratives about the past and the practice of public history. This course will focus on how historians craft complex narratives for broad audiences and in the public sphere. We will explore the various ways that we think about, interpret, remember, and represent the past, including in documentary and feature films, in popular histories, in historical fiction, in graphic novels, in museums, through monuments and memorials, through heritage tourism, through websites, and so on. In doing so, we will engage questions about the intersections of history, memory, and identity – about how the representations of the past inform our understanding of contemporary issues. We will also engage in the practice of public history – identifying appropriate sources, reading critically and analyzing sources, and developing and defending (using evidence appropriately) arguments in writing and speech, paying particular attention to audience, narrative, and representation. The thematic focus will be on telling “difficult histories,” including of slavery, empire, and genocide.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the nature of public and applied history, as related to and distinct from academic history.
2. Students will demonstrate an understanding of key debates about and in public history, including questions of audience, shared authority, and representation.
3. Students will use a variety of primary sources to analyze historical developments, as well as public narratives and representations of historical developments, especially around the “difficult histories” of slavery, empire, and genocide.
4. Students will analyze a variety of secondary sources to understand the nature of historical interpretation and argumentation, as well as how historians “do” public history.
5. Students will practice the craft of history: they will raise and discuss key questions, read and analyze texts, and develop and defend historical arguments, using a variety of sources as evidence to support their claims.
6. Students will develop their abilities to present their ideas clearly in a variety of different formats – in both writing and speaking, for both scholarly and lay audiences.
7. Quantitative Literacy: Students will understand how historians, in particular social historians, make use of quantitative data in historical research and argumentation.
8. Engaged Learning: Students will analyze the public uses of history and themselves engage the broader public through group and individual research projects.

PREREQUISITES / RECOMMENDED BACKGROUND: History majors and minors only.

REQUIRED TEXTS

1. Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, *Introduction to Public History: Interpreting the Past, Engaging Audiences*
2. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
3. Other readings will be available on Brightspace.

COURSE WORK/EXPECTATIONS (tentative)

Regular attendance and active participation in class discussions

Series of short reading responses, ranging from “challenge statements” (1 sentence) to 500-750 words

Census exercise

Group public history projects

Individual research project