HIST 201-002: Seminar: Magic and Witchcraft in Europe

This course examines the related phenomena of magic and witchcraft as they evolved in Europe from the Late Middle Ages through the Early Modern Period. It focuses on the beliefs that informed society’s understanding of religion and the supernatural, tracing the process by which the accepted magic of the medieval period morphed into witchcraft, a category of behavior that was almost uniformly condemned and eradicated. In the process of this investigation, we will engage a variety of historical methodologies and interpretive frameworks that will assist in forming a better understanding of the people and practices of pre-modern Europe. In addition to developing a basic understanding of these two categories of behavior and their role in pre-modern society, we will also examine the very rich and often contentious historiography that has emerged over the last few decades.

HIST 308: Ancient Christianity to 500 A.D.

This course examines the development of Christianity from its origins until the 4th century AD. While surveying major events and figures, from Jesus to Augustine, the course investigates the historical, social, political, linguistic, and intellectual circumstances that led to the extraordinary success of this particular messianic movement. The primary goal of the course is to understand what took place in this complex period, without consciously importing later ideas or imposing later value judgments upon the materials. It is thus concerned more with history and the history of ideas than with today’s religious perspectives as such, although the study can have great relevance for understanding certain attitudes in modern circles interested in Christian and Jewish heritages. Grasp of the method of historical investigation is of primary importance.
HIST 309: Medieval Christianity, 500-1500

In this class we will be exploring medieval Christian ideas about the soul, sin, penitence, and the afterlife from roughly 400-1400. We will read books by modern historians and a selection of primary sources written by medieval authors. These will help us understand the changes in western Christian attitudes about these key elements of faith and daily life. In addition, the class is as much about skills as information. We will focus on summarizing historical arguments, analyzing primary and secondary sources, and synthesizing information. We will also work to identify and avoid opinion, over-generalization, judgment, and anachronism. This may be different from other classes you’ve taken, so be prepared to read the texts thoroughly and perhaps more than once.

Blaze Your Trails: Religion; Women and Gender

HIST 312: Women in Medieval Europe

This course investigates the position of women in Europe from 500 to 1500, exploring the ideas and attitudes that shaped their experience across social divisions. Drawing on a range of primary and secondary sources, it explores the various roles assigned to women, their relationships to those around them, and their ability to influence and inform culture. It examines the lived experience of individual women, from Queens and Abbesses to slaves and peasant women, as well as the beliefs about gender, sexuality and the body endemic in Medieval society that informed their experiences.

HIST 313: Law and Justice in Medieval Europe

Explores the changing practice of law in Europe from 800-1400. Using primary and secondary sources, introduces the emergence of legal professionals, courts, and documents. Examines the transformation of legal practices, such as trial by ordeal, torture, and trial by jury. Analyzes the goals of legal practice and the experiences of individuals in the court system.
HIST 318: The Age of the Enlightenment

What do Adam Smith, Voltaire, Mary Wollstonecraft, and Catherine the Great of Russia have in common? They all show up in HIST 318 -- and you can meet them there! Learn about the leading figures of Europe’s “Age of Enlightenment,” as well as the political, social, economic, and cultural history of the eighteenth century.

M, W, F
02:00 - 02:50 PM
Diane Margolf (P)

HIST 329: Europe in Crisis, 1914-1941

Political, social, economic developments since 1914; consequences of world wars, Great Depression, spread of totalitarianism, decline of imperialism.

T, R
11:00 AM - 12:15 PM
Jodie Kreider (P)

HIST 331: The Soviet Union

The Soviet Union has been described as an evil empire, a utopian dream gone awry, a model of modernization, and a colonial enterprise. In this course we will take a multi-faceted approach, exploring the political, economic, cultural, institutional, and social forces that once constituted Soviet civilization. We will address the relationship of utopian ideology and state-sponsored violence; ethnic diversity and the key role of Bolshevik nationality policy in the consolidation (and ultimate collapse) of the Soviet Union; the role of visual propaganda in a society with historically low literacy rates; the evolving status of women and the family in Soviet society; the importance of literature as a mode of resistance to political repression; and the degree to which the Soviet Union was in fact a “socialist” or “communist” state. We will also relate these topics in Soviet history to events and trends in current day Russia and other countries of the former Soviet Union, most urgently in terms of Russia’s invasion of Ukraine in February 2022.

T, R
12:30 - 01:45 PM
Deborah Yalen (P)
HIST 344: Antebellum America

Have you ever wondered how America became the nation we live in today? In this course, we will explore the political, social, and economic history of a young United States in its formative early decades. As we study specific events like the War of 1812 alongside broad changes like the market revolution and Manifest Destiny, we will examine the changing status of women, the effects of immigration, and the experience of American Indians. We will also gain a deeper appreciation of slavery, abolitionism, and the complex causes of the Civil War. Along the way, we will “stop by” a barbecue hosted by Andrew Jackson at the White House, “march” with American troops in the Mexican War, and “pan” for gold in California. We will also explore themes of health and disease as we pay attention to smallpox, cholera, and alcoholism in early America.

HIST 340: Colonial American Borderlands, 1492-1800

Focuses on the encounters among Africans, Europeans, and Indigenous peoples in North America and their social, cultural, and environmental consequences. Using cutting-edge scholarship and primary sources, this course examines European global empires and African and Native resistance through attempts to tame the environment and to control natural and agricultural resources, gender and sexuality, and human labor.

HIST 350: United States Foreign Relations Since 1914

This course investigates the history of United States foreign policy since the start of its participation in World War I. For some scholars, that moment marked a significant shift in a turn toward an American state and foreign policy agenda that sought more economic, political, and diplomatic influence abroad. To be sure, American involvement in that conflict facilitated its ascendancy as an international power, a rise that culminated with its progression to superpower status in the aftermath of World War II. The decades following that war witnessed significant ebbs and flows in Americans' willingness and ability to influence global dynamics. The “hot” wars of the Cold War years, the erosion of the USSR in the early 1990s, American involvement in the Middle East, and the development of the War on Terror have all produced shifts in American policy and its execution. The nation currently stands at a crossroads as it deals with allies both old and new as well as grave concerns throughout the world. This course will help us consider how it got here and what we should understand about that process by looking at America’s changing relationship with the world over time.
HIST 354: American Architectural History

See your world in a whole new way by learning to read history’s biggest textbooks: buildings and landscapes. Through stylistic analysis, broad readings, and field trips, this course seeks to unlock the language of architecture and reveal how buildings have recorded the cultural, political, and economic circumstances in which they were constructed and to which they adapted.

HIST 352: American West Since 1900

The history of the American West consists of so much more than cowboys. (But don’t worry, they’re in still in there!) To study the twentieth century American West is to understand the larger historical national and global changes that impact our lives today. We will cover numerous topics including the evolution of the National Parks and National Forests, the growth of tourism, the development of conservation and environmental movements, the nuclear West, as well as the numerous fights for civil rights in the West, especially Latinx and Native American movements. The class will also spend time exploring portrayals of the West in popular culture. (Clint Eastwood, anyone?)

HIST 355: American Environmental History

This course is designed to be an introduction to the study of environmental history with a specific focus on the United States from the colonial period to the present. It assumes that humans are a part of the natural world, that natural conditions have significantly impacted human history, and that the study of human-environmental interactions, or how humans have shaped and been shaped by nature, is an innovative and insightful lens through which we can reconsider the nation’s past. It will help us to think in new ways about events that we have long known something about, whether English colonization of New England, the Civil War, the New Deal, or climate change. In doing so, we will better appreciate how thinking about how humans have interacted with their environments will help us to better understand the past and present as well as think about future challenges.
HIST 357: The American Military Experience
Role of the Armed Forces in American society; Development of military traditions, institutions, and practices.

T, R
02:00 - 03:15 PM
Mike Mansfield (P)

HIST 356: American Cultural and Intellectual History: Religion in the U.S.
Explores the history of religion in America and its influence on the United States from the colonial era to the present. Topics will include Indigenous religions, African and European colonial foundations, guarantees of religious liberty in the First Amendment to the U.S. Constitution, immigrant religions, religion and reform in the nineteenth and twentieth centuries, and cult movements.

M, W, F
10:00 - 10:50 AM
Ann Little (P)
Why, in Dobbs v. Jackson Women’s Health Organization (2022), did the U.S. Supreme Court overturn Roe v. Wade (1973), ruling against women’s longstanding right to abortion? Why are rights to contraception, marriage equality, interracial marriage, and the vote also being questioned by a new conservative majority on the Supreme Court and by a powerful block of conservative political leaders and voters? How can the history of women in the U.S. help explain where we are in the current moment?

In Spring 2023 HIST 359 will try to gain perspective on contemporary issues of great importance to American women by delving into their complex histories. We will explore women’s historical experience, perspective, and agency in relation to abortion and contraception; sexuality, marriage, and maternity; voting rights and political power; educational and employment opportunity; and access to safe living and working environments. These issues have been important to women in the U.S. since the early years of the republic. All remain profoundly unsettled and problematic today, and we will explore why this is so.

HIST 359 will adopt an explicitly intersectional perspective: in reading, discussion, and writing we will continually examine how the lives of women in the United States since 1800 have been shaped and marked not only by gender but, also, by societal constructions of race, ethnicity, class, faith and sexuality. Women’s status as Black or White, Latinx, Indigenous, or Asian American has always affected how they have perceived, experienced, and navigated challenges related to sexuality, pregnancy, abortion, marriage, work, and citizenship.

Students in HIST 359 will read fascinating scholarship, explore multimedia primary source materials, engage in open and respectful classroom discussion, and complete varied writing assignments.
In 1947, there were approximately ten television broadcasting stations, and seven thousand television sets in the U.S. By 1950, Americans had purchased over seven million television sets. Today, in what some media scholars have called “the Platinum Age of Television,” Americans watch an abundance of television on their phones, tablets, computers, and, yes, even on television sets. In this class, we will investigate the history and evolution of television as entertainment and as a form of communication. We will examine changes over time in various genres as well as exploring how and why representations of Americans and American life have evolved, with a particular focus on race, gender, and sexuality. In addition to weekly readings, viewings, and discussions, students will produce a primary source-based research project. This capstone allows students to hone their skills while also exploring the history of one of the most powerful cultural forces in the past 70 years.

HIST 360: United States Immigration History

Through current events, discussion, digital storytelling, film, public history, and young adult literature, and from the multiple perspectives of European, African, Asian, and Latinx immigrants, this course will introduce students to the inherent complexities of U.S. immigration history:

- What does it mean to be “American”? How does one become “American”?
- How have ethnic, racial, class, and gender differences shaped debates about immigration policy, about who has access to citizenship, and immigrants’ experiences
- How have memory, media, and popular culture influenced considerations on immigration?
- How does our telling of this history shape our understanding of current political and cultural debates?

HIST 423: South African History

South African history from human origins to the end of Apartheid.
HIST 438: The Modern Middle East

What is the “modern” Middle East? The Middle East is a complex, varied, and critical region that is often misrepresented and misunderstood in the West. This course breaks down common misconceptions and provides an in-depth introduction to the political, cultural, and environmental history of the Middle East and Islamic world since 1800. Through key themes such as imperialism, nationalism, gender, religion, war, resource exploitation, and climate change, this course will expose the rich diversity of Middle Eastern cultures and societies as well as connections across the region and beyond. This is a rigorous course designed for students with advanced reading, writing, and oral communication skills, and a basis in world and/or Islamic history. It will expand your knowledge of the subject and cultivate key competencies, including critical analysis, communication, reading, writing, and research.

HIST 451: Medieval China and Central Asia

This course focuses on medieval -- or “middle period”—China and Central Asia, covering approximately the years 600 to 1300 AD. In native Chinese dynasties this includes the Tang and Song. Except as they offer us skeletal structures providing framework and demonstrating certain human social, cultural, and political trends, in this course we are concerned less with dynasties per se than we are with human context or culture, and, more specifically, changes in human culture and patterns of organization largely due to intense interactions between civilizations. This interest in turn involves us in studies of material culture; artistic, literary, and intellectual developments; military organization and campaigns; political organization and polities; technological developments; as well as economic and financial concerns.
HIST 452: China in the Modern World, 1600-Present

Will the 21st century be the Chinese century? As China continues to play a critical role on the world stage and tensions between the U.S. and China continues to affect many people’s lives, it is crucial to learn more about China and the global world we live in. This course examines the social and cultural history of modern China from the late imperial time to today. It explores the end of the imperial rule, the Chinese revolution, the Communist Party, China during the World War Two, and the economic reforms that paved the way to China’s role in the world economy. Major themes include the state and society relations, environmental issues, gender relations, commercialization, and internationalization.

HIST 453: Modern East Asia Through Film

Films produced in and about East Asia are not only reflections of the region’s history and culture, but also offer penetrating looks at the region’s social concerns such as evolving gender norms, generational relations, workplace dynamics, and political conditions. Through examining films produced from the 1930s to the present, explore the ways in which film has served as a discursive medium to produce the representations and perceptions about modern East Asia. Sections may be offered: Face-to-Face, Mixed Face-to-Face, or Online.

HIST 473: The Mongol Empire

Trace the emergence and significance of the Mongol empire, the largest transcontinental empire in history. Examine the rise of the empire under Genghis Khan, his unification of the multiple polities on the Mongolian steppe, and the conquest of lands extending from Asia to eastern Europe.
SENIOR HISTORY MAJORS ONLY.  
Fall, Spring.  
Prerequisite: None.  
Seminar involving critical reading, writing, research, and discussion. Topics vary by instructor.  
Senior standing; history majors only. To count toward the major, the course must be completed with a grade of C or better.

**HIST 475: Methods in Digital History**

This course introduces students to a framework of thought about how digital tools augment the work of research and data visualization, especially in history. It is a great class for learning how to create and represent textual, chronological, spatial, and network data in digital visualizations. Students will engage in a lot of hands-on practice, learning to engage digital tools in conducting historical research and analysis, in preserving and making research accessible, and in exhibiting historical interpretations of the past in a digital environment.

**HIST 480A8: Sport and Social Protest in America**

Introduction to athletes who used their social significance to fight for equity and justice. Examines the role that gender and racial stereotypes play in shaping public perceptions of the modern athlete, and the debate as to whether or not sport is the proper venue to carry on the fight for social justice.

**HIST 492-001: Capstone**

SENIOR HISTORY MAJORS ONLY.  
Fall, Spring.  
Prerequisite: None.  
Seminar involving critical reading, writing, research, and discussion. Topics vary by instructor.  
Senior standing; history majors only. To count toward the major, the course must be completed with a grade of C or better.
HIST 492-002: How to Be an Emperor / Empress – Asia

"Being a successful emperor or empress is a tricky business. Writing and speaking well are also tricky. While the cost of being a poor emperor / empress - often involving loss of one’s throne, empire, or life - probably exceeds the cost of being an unattained writer or speaker, being either or both a poor empress / emperor of one’s own life and an unaccomplished writer or speaker can wreak havoc on that life. Thus, here our ultimate purpose is to learn to be good emperors / empresses of our own lives and environs. To accomplish this we must come to understand both power, its development, and its utility. The latter, in this world, surely involves the complex use of the word, both written and spoken. Thus, we study Asian empresses and emperors, we write about them, and we talk about them:

1. Tang Emperor Taizong (r. 626-649), who in both military and civil matters was responsible for establishing the Tang Dynasty (618-907) in China;

2. Tang Empress / Emperor Wu Zetian (Wu Zhao, r. 652-705), who consolidated effective rulership of Tang China; various of what we might call “anti-emperors” or “anti-heroes” of early and medieval Japan;

3. Chingiz Khan (d. 1227), military expansionist who conquered much of the eastern half of Eurasia and whose descendant Khans conquered most of the rest of Eurasia during the 13th century;

4. Emperor Bahadur Shah Zafar II (1775-1862), the last of the Mughal emperors of India;

5. Qing Dynasty Empress Dowager Cixi (1835-1908), who ruled and sustained China for much of the latter half of the 19th century and the first decade of the 20th century amid disintegrative pressures from both within and without.

HIST 492-003: Travel, Pilgrimage, and Devotion in the Holy Land from Late Antiquity to the Crusader Period

This capstone seminar examines Jewish, Christian, and Muslim travel, pilgrimage, and devotion in the Holy Land from late antiquity to the Crusader period. Students will write analytical essays on the weekly readings (monographs, articles, travel & pilgrimage narratives). Using primary and secondary sources, students will also write a 15-20-page research paper on a specific traveler, pilgrim, holy site, relic, etc. relevant to the topic of the seminar. During the final weeks of the seminar students will present their research findings to the seminar for peer critique and comment.
HIST 492-004: The Story of Our Own Backyard: Interpreting Colorado

Is Colorado just one of many giant, invisible rectangles in the American West, or is it a tangible community and identity? This capstone explores the unique stories of the Centennial State, as well as the roles it has played in regional, national, and international history. We will investigate how the state's history has been interpreted in broad and specific ways, evolving to respond to changing trends in historiography and the wider world, for audiences ranging from scholars to schoolchildren to the public at large. In addition, we will spend a significant portion of the course focusing on the Sand Creek Massacre, perhaps the most consequential event ever to take place in what is now the state of Colorado, and the ways in which the massacre's interpretation has evolved over the years. Students will take advantage of the many archives and libraries, as well as digital resources, available in the region to compose a primary source-based research paper on an aspect of Colorado history, broadly defined, of their choosing. This course will enable students to demonstrate their skills in scholarly and public history alike, while gaining a better understanding and appreciation of our own backyard.

HIST 503: Historical Method: Preservation

This graduate methods seminar will combine lectures and readings with class discussions, activities, and service-learning assignments to introduce students to the principles and practice of historic preservation. The course objectives are twofold: 1) to provide students with a solid background in the history, purposes, and theories of historic preservation in the United States, and 2) to teach students the methodology and skills needed to complete the most common types of preservation work. This course will require intense and critical engagement with course materials, primary and secondary research, in-class and out-of-class collaboration with classmates and service learning partners, and attending field trips to historic properties. Attendance and participation are essential to success in this course.

HIST 512: Reading Seminar: U.S. Since 1877

Readings on United States history since 1877.

GRADUATE HISTORY MAJORS ONLY UNTIL 11/11, THEN OPEN TO ALL GRADUATE STUDENTS.
HIST 611: Research Seminar: United States

This graduate methods seminar will combine lectures and readings with class discussions, activities, and service-learning assignments to introduce students to the principles and practice of historic preservation. The course objectives are twofold: 1) to provide students with a solid background in the history, purposes, and theories of historic preservation in the United States, and 2) to teach students the methodology and skills needed to complete the most common types of preservation work. This course will require intense and critical engagement with course materials, primary and secondary research, in-class and out-of-class collaboration with classmates and service learning partners, and attending field trips to historic properties. Attendance and participation are essential to success in this course.

HIST 521: Reading Seminar-Europe Since 1815

This graduate seminar will focus on the theme “Russia and the West,” a topic that is all too relevant as Russian leader Vladimir Putin reformulates his brutal war against Ukraine as a clash of civilizations between a quasi-messianic “Russian World” and a corrupt and decadent “Atlantic World” led by the United States. Readings will trace the emergence of Russia’s vexed question of identity and its ever-fluctuating attitude towards Europe and “the West” in the Imperial, Soviet, and post-Soviet eras. We will also address the global implications of this historic pattern of attraction and repulsion up to the present moment, with the resurgence of an aggressive Russia threatening international food supply chains and raising the specter of nuclear catastrophe.