

HISTORY UNDERGRADUATE COURSES

HIS 101: World Civilization Registration Guide

*Find the right **HIS 101** class for you in **Fall 2019**...*

"I'm pretty good at history"

- Enroll in a big auditorium class like that taught by Dr. Andy Wiest.
- Enroll in the **online section** with Drs. Grivno and Luckhardt.
*Online requires discipline and motivation. If you lack this, it's harder than a face-to-face class.

"I learn best with one-on-one attention"

- Dr. Tuuri teaches in a **large auditorium**, but incorporates **discussion and active learning**.
- Dr. Ural's class has students seated at **tables of 6**; **lecture breaks** every 15 minutes to ensure understanding before moving on.



HIS 101 (H002)

World Civilization I

MWF 11:30 – 12:30

Dr. Susannah Ural

This class offers a sweeping examination of world cultures from the beginning of the human record through 1500 C.E. The idea is not to make you an expert on all of world history through the sixteenth-century. Rather, we want to expose you to the people, ideas, and events that shaped this period to make you a better informed and active member of society today. This is a discussion-based course, which means I'll lecture a bit, then you'll work at tables of 6 to work through a question about what we just covered, which we'll then discuss as a class. This breaks up lectures (60 minutes total), and helps you practice your analytical thinking and writing. Course assignments include regular 1-2 page double-spaced essays about the primary sources we are using, significant points for not just attendance but engaged participation, and four examinations.

HIS 101 (H080)

Online

Dr. Courtney Luckhardt and Dr. Max Grivno

In this course, we trace the story of civilization from prehistory through the fifteenth century. Through a kaleidoscope of kings and slaves, warriors and philosophers, farmers and merchants, we will focus on certain themes. Four themes intersect in all the societies we study this semester.

- 1) religious development and syncretism
- 2) elite power and political organization
- 3) technological innovations
- 4) trade and economic development

To focus on these themes and questions, we will be close reading primary sources (that is, texts produced by the societies we are studying, not by modern scholars) from many different civilizations. We will learn history by doing it – this means that students will learn to read and interpret primary evidence and come to their own conclusions about pre-modern societies.

HIS 201

U.S. History to 1877

TR 11:30 – 1:00

Dr. Joshua Haynes

Our examination of American history to 1877 will begin with a single question: In what sense is the history of the United States of America the story of freedom? There is no value in American culture more cherished than freedom. Yet, throughout American history, one group's liberties have often come at the expense of another's. The lives, liberty, and happiness of millions has hung in the balance from Europeans' first contact with American Indians, through catastrophic colonization, the founding of a new nation devoted to freedom yet dependent on slavery, that nation's relentless expansion, and its near self-destruction in a devastating civil war.

HIS 307

Survey of African History, I

MW 1:15-2:45

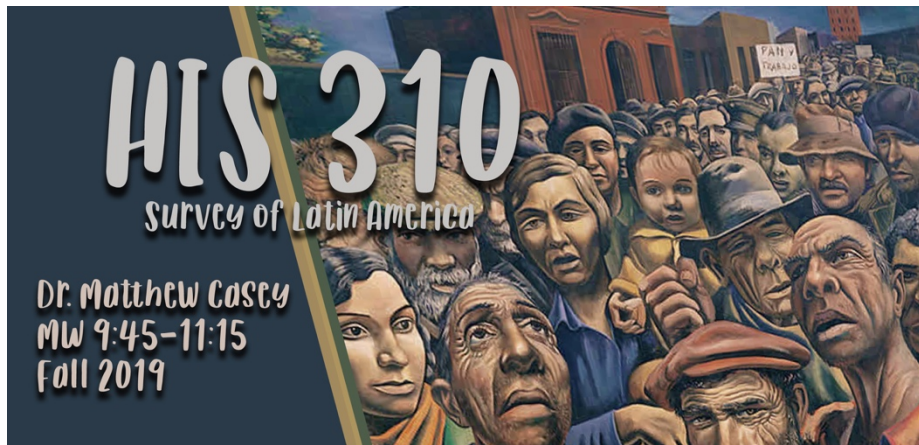
Dr. Douglas Chambers

This course will be an opportunity to explore early African history, to about 1800 CE, with a focus on the several centuries of the "classical era" (12th-18th centuries), including the importance of migration and adaptation, of Islam, of classical empires and kingdoms, of the rise of new civilizations, of the many consequences of the transatlantic slave trade, of the African Diaspora and slave cultures of resistance, and of connections with the larger world (Mediterranean, Atlantic, Indian Ocean worlds). The class will be a mix of lectures and discussion, and with particular attention to historical diversity, cultural history, and change over time. Basic assignments will include textbook chapter summaries, a book essay, a midterm exam essay, and a final exam essay. Class participation will be an important component of this course.

Texts:

Robert Harms, *Africa in Global History, with Sources* (2018)

D. T. Niane, *Sundiata: An Epic of Old Mali*, revised edition (2006)



HIS 310

Survey of Latin America

MW 9:45-11:15

Dr. Matthew Casey

This course is designed to introduce students to the social, cultural, and political history of Latin America from pre-Columbian times to the present. The course will focus on three themes of fundamental importance to the

region: (1) the challenge of political stability and economic growth, (2) the relationship between Latin America and other regions, and (3) the effects of racial, socioeconomic, and gender inequality. Each unit will begin with a broad overview of Latin America during a specific time period before focusing on a single country case study. Throughout the semester, students will be exposed to music, film excerpts, paintings, poetry and other non-traditional primary sources in order to understand the cultural history of Latin America. One of the main goals of this course is to illustrate the ways that individuals and local communities experienced history. In addition to a textbook, students will read first-person accounts and one other book that focuses strongly on the way that ordinary individuals experience history. Students will be evaluated on three papers (4 to 5 pages each), two essay exams (a mid-term and a final), their participation in class discussions and their participation in an optional service learning component.



HIS 333

EUROPE IN THE 19TH CENTURY

Dr. Joseph Peterson

MW 3:00p-4:30p

Napoleon, Jane Austen, and Beethoven... Karl Marx, Charles Darwin, Sherlock Holmes, and Jack the Ripper... Mary Shelley, Mary Cassatt, and Mary Baker Eddy... Frederic Chopin, Sigmund Freud, and Alice in Wonderland... steamships, railroads, and Women's Suffrage... "Human Rights," World Fairs, the Eiffel Tower, and the scramble for Africa... Impressionism, germ theory, dynamite, and the Boy Scouts... the first bicycles, the first department stores, the first machine guns... the first hipsters, the first human zoos and concentration camps, and the first science fiction... The first age of mass literacy, mass advertising, and mass politics... The first recorded use of the word "socialism," of the word "antisemitism," of "feminism," "nationalism," "dystopia," "agnosticism," and "homosexual." Why are so many of the issues and questions raised by nineteenth-century Europeans still with us today? Why does an age so seemingly distant and innocent—so "Victorian"—still feel so modern? What makes us modern, for that matter? Is it rationalism? Democracy? Secularism? Urbanization? Literacy? Globalization? Public health? GDP? Progress? Or is it racism? Economic inequality? Fascism? Sexism? Political violence? By any of these measures, good or bad, the modern world began in the nineteenth century. We cannot begin to understand our present without understanding its origins in the nineteenth century.

HIS 351

Modern Military History

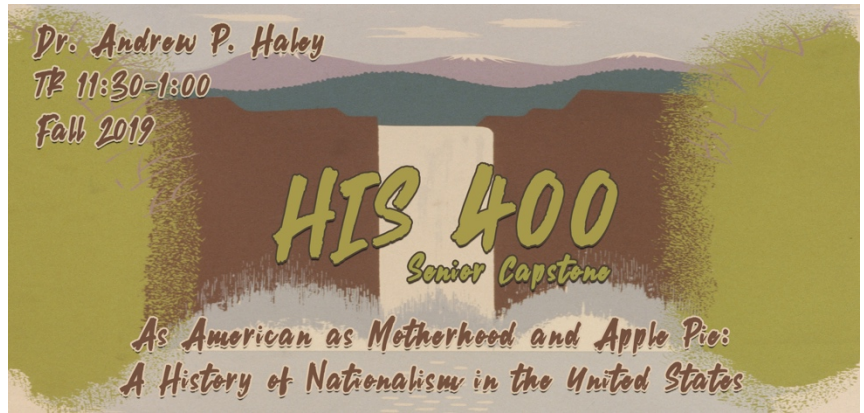
TR 9:45-11:15

Dr. Andrew Wiest

This course takes an in-depth look at the development of modern warfare from the growth of national warfare under Napoleon to today's war on terror. The course is designed to be accessible for students of all levels and covers some of

the most famous and infamous moments of the modern age. From Napoleon's crowning achievement at Austerlitz, to Lee's masterpiece of Chancellorsville, to the horrors of the Western Front in the Great War, through the development of Blitzkrieg, into the jungles and rice paddies of Vietnam, to the sands of the Middle East – HIS 360 will cover the broad expanse of modern conflict. The first portion of the course investigates the growth of total, industrialized war – focusing on Napoleon and the US Civil War. The course then moves on to a detailed investigation of total war at its height – in World War I and World War II. Next the course investigates the birth of modern limited war in the Cold War era, highlighted by Vietnam and Russia's war in Afghanistan. Finally, the course investigates the recent transformation of war toward the modern technological battlefield and counterinsurgency.

Students will read four books related to the broad scope of military history. The books include: Tim Travers, *The Killing Ground* (the classic history of the workings of command and tactics in World War I), Robert Citino, *Death of the Wehrmacht*; Andrew Wiest, *The Boys of '67: Charlie Company's War in Vietnam* (an investigation of a single company at war); and Ben Fountain, *Billy Lynn's Long Halftime Walk* (a novel about today's veteran experience).



HIS 370

Mississippi History

TR 9:45-11:15

Dr. Max Grivno

This course offers a broad overview of Mississippi History from the beginnings of human migration to the Gulf South through the Civil Rights Movement. I have divided the course into

three sections. The first, "Dispossession," begins with an examination of the earliest inhabitants of present-day Mississippi and traces the evolution of human societies during the Paleo-Indian, Archaic, Woodland, and Mississippian periods. It explores the rise and fall of the Mississippian civilizations and considers the impact of the De Soto expedition of 1539-42. It then moves to a discussion of the Natchez, Chickasaw, and Choctaw confederacies and their struggles to maintain their independence in the face of encroachment from the English, the French, the Spanish, and later the Americans. The second section, "Enslavement," begins with the expulsion of native nations and the dramatic expansion of cotton production during the "Flush Times" of the 1830s. It also examines why Mississippi's slaveholders took the desperate gamble of seceding from the United States and



explores the effects of the Civil War, emancipation, and Reconstruction on Mississippi. The final section, "The Struggle Continues" traces the state's history during the twentieth century and considers how the World Wars, the Great Depression, and the Freedom Struggle transformed Mississippi—altering its economy, destroying legal segregation, and changing the state's politics, all while leaving persistent pockets of poverty, poor education, and public health problems.

HIS 452

Russia, 1440-1894

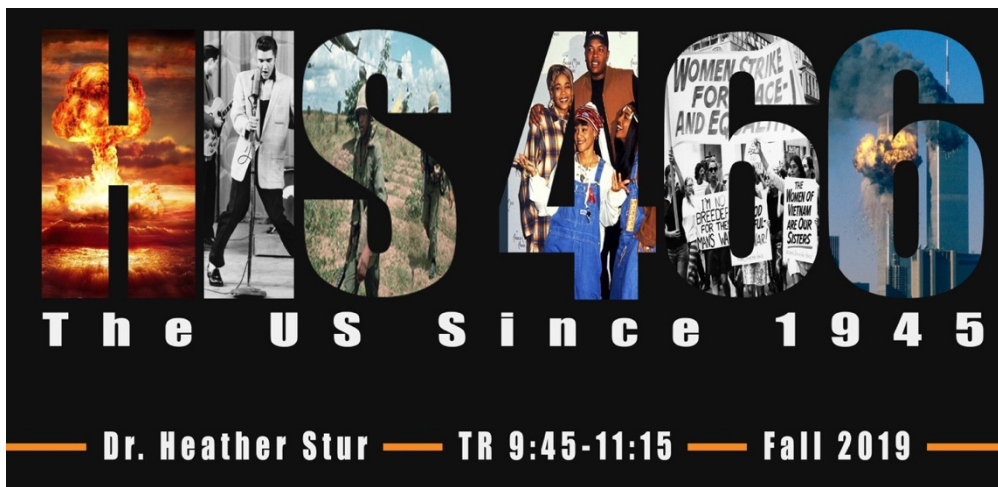
MWF 9:45-11:15

Dr. Brian LaPierre

This course will explore the history of Muscovite and Imperial Russia from the reign of Ivan III to the death of Alexander III. Through a close reading of a wide variety of primary and



secondary sources, students will learn the basic outline of medieval and modern Russian history, be introduced to the period's pivotal men, movements and ideas and develop an understanding of Russia's diverse ethnic, religious and gender hierarchies. Topics to be covered include Russia's Byzantine and Mongol legacy; the triumph of Muscovy in Russia's competitive city-state system; the development and abolition of serfdom in Russia; the empire's encounter and exchange with the Islamic world and the rise of revolutionary radicalism and political terrorism.



HIS 466

The US Since 1945

TR 9:45-11:15

Dr. Heather Stur

This course will explore the lives and experiences of Americans in the US and in the world from the end of World War II through the beginning of the 21st century. We will explore themes such as nuclear

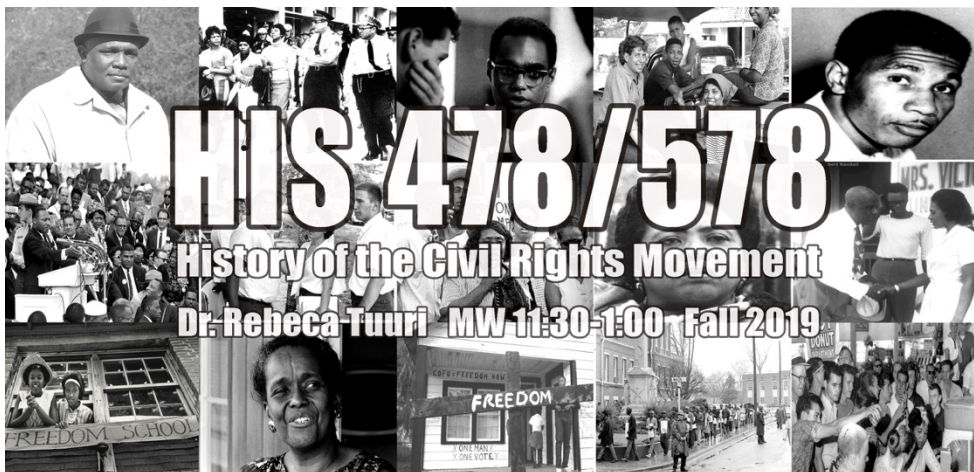
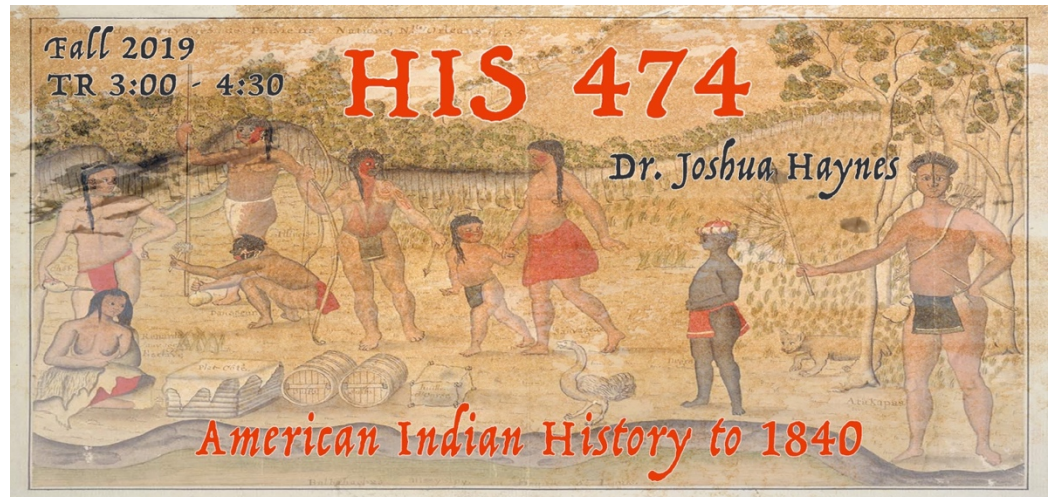
fears and atomic culture, the "baby boom" generation, the rise of rock-n-roll, Cold War pop culture, social movements, war, politics, presidents, race, and the economy. We will also examine the many ways in which Americans shaped the world during the Cold War, from the music of the Mississippi Delta inspiring the Rolling Stones and the Beatles to President Ronald Reagan's "tear down this wall" speech and his friendship with

Mikhail Gorbachev. By the end of the semester, we will see how the legacies of the Cold War are still present and alive in the US and in the world.

HIS 474
American Indian History
to 1840
TR 3:00 – 4:30
Dr. Joshua Haynes

This course surveys Native American history up to Indian Removal. Early America was Indian country. All serious scholars of early America acknowledge this fact, yet American Indians too often

play bit parts in a master narrative focused on the inevitable triumph of a new nation devoted to liberty and equality. A few Native groups make cameo appearances, trade or resist for a moment, then vanish. Yet, for three hundred years after 1492, most of North America remained Native America. In this course, we will encounter populous, prosperous Native societies all over the continent before 1500. We will examine European invasions of the southwest and the Pacific coast as well as the Atlantic coast and eastern woodlands. We will explore the impact of environmental change, disease, and trade, and we will analyze the ways Native Americans transformed their societies in response to colonization. Finally, we will scrutinize U.S. Indian policy culminating in the forced removal of many Native Americans from lands east of the Mississippi River.



HIS 478
History of the Civil Rights
Movement
MW 11:30-1:00
Dr. Rebecca Tuuri

This course will explore the history of the African American Civil Rights Movement from World War II through the end of the Black Power Movement. This class will not only cover the broad national history of

the civil rights movement in America but will zoom into Mississippi, which was ground zero for the Civil Rights Movement. As part of this class, we will be taking three Saturday trips to Civil Rights sites in Jackson, Hattiesburg, and McComb, where we will meet activists, visit museums, and make on-site presentations. We will also have guest speakers come to our class. Finally, we will utilize primary and secondary sources to learn

about the Movement and consider not only how this history has been written in secondary sources, but also how it has been publicly remembered. Assignments will include investigating USM student newspaper coverage of civil rights, designing a modern Freedom School, and making a Mississippi Moments podcast using our extensive civil rights resources on campus.

This class fulfills an upper level American history major requirement and counts towards the black studies minor, human rights minor, and Southern Studies concentration in the Bachelors of Interdisciplinary Studies degree.

HIS 487

Social Studies Teaching Methods

W 3:00-6:15

Dr. Jill Abney

This course is designed to offer an introduction to Social Studies teaching methods for 7-12 classrooms. We will examine the Social Studies and History Standards, lesson planning, and teaching strategies. Special emphasis will be given to the National Council for Social Studies' Thematic Standards and Mississippi's Curriculum Framework for Social Studies, and their impact on teaching and assessment. The course will also focus on the NCSS Ethical Standards for Social Studies teachers and the Mississippi Educator Code of Ethics as well as the dispositions emphasized by the University History Licensure program. Other major issues will include the Common Core Standards, especially those that deal directly with history and social studies; ethical conduct for Social Studies teachers; the use of primary sources in the classroom; literacy strategies in the social studies classroom; community resources; integration of technology; development of strategies for a variety of learning styles; the Mississippi Department of Education's directives on Depth of Knowledge and Teacher support teams; formative and summative assessments; academic competitions; and preventative classroom management.

HIS 488

Social Studies Practicum

W 8:00-11:15

Dr. Jill Abney

HIS 488 is a practical application methods class for pre-service Social Studies teachers. The class acquaints candidates with the current environments in middle and high schools, discusses the teacher's roles in these, and looks at how Social Studies disciplines are and can be taught to prepare candidates for the realities of the classroom. The course seeks to provide candidates with the knowledge and skills necessary to become competent, responsible, and effective practitioners through academic activities and the practicum placement of a minimum of 36 observation/involvement hours. **Students will meet at a local school placement on Wednesday mornings each week.** During those field-experience hours, candidates are to develop teaching competencies through observation, assistance, and eventually "hands-on" teaching. Student will be evaluated by both the mentor teacher in the practicum placement and the university instructor.

HIS 490/91

Social Studies Student Teaching

Arranged

Dr. Jill Abney

This course consists of two six-credit hour student teaching courses required of candidates for Social Studies grades 7-12 licensure. One involves a seven-week field experience in a junior high or middle school; the other involves a seven-week field experience in a high school. Both courses provide extensive opportunities to develop strengths, skills, competencies, and “hands-on” teaching experiences in diverse school settings. Candidates gradually assume full responsibility for their mentor teacher’s teaching schedules; they must complete a minimum of two weeks with a full teaching schedule. Formative and summative evaluations by both the University Supervisor and mentor teachers are conducted during each experience. Students will assume the role of teacher, under the supervision of a mentor teacher. In that role, students will design and implement lessons, create a thematic unit, and work with the mentor teacher to participate in all other aspects of teaching.

HIS 463 (Gulf Park)

Civil War 1848-1877

R 3-6:15

Deanne L. Stephens

This course provides students with a knowledge of the sectional antagonisms that produced the American Civil War. The major military campaigns in that conflict are highlighted as well as the Reconstruction years after the war. The main emphasis of the class is upon political and military history. Primary source readings as well as a strong field of secondary works offer students a strong background of the era.