History Courses

History

HIST 102 Alien Encounters in History (4)
People often make the judgment that since the past has influenced our own world, the people of the past must somehow be “like us” in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with “alien” cultures. Examples: What’s the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the “alien” encounters that we will study. (WCore: WCFAH and WE)

HIST 110 Puzzle of World History (4)
Students will explore questions of why civilizations developed where and when they do. Do civilizations require patriarchy? What makes some civilizations successful where others fail? How did ancient cultures view love, sex, gender, and marriage? How did ancient views about the afterlife impact their cultures and actions? During this course students will construct five historical models to examine how different factors in history might affect the outcomes of critical events and trends. Our context will be world civilizations before the Columbian Exchange and we will include examples from civilizations across the globe. (WCore: WCFAH and WE)

HIST 111 Patterns of Global Immigration (4)
This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore: WCFAH, WE)

HIST 120 The Story of America (4)
This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)

HIST 123 Citizenship and Voting in Europe (4)
This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, DE)

HIST 202 America’s Best Idea (4)
In 1872 the U.S. Congress declared the Yellowstone region the world’s first “national park.” In 1916 Congress created the National Park Service, “which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” Today the Park Service manages 407 “units” with 28 different designations – including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves – and nations around the world have created their own versions of “national parks.” This course will investigate the “national park” idea and its implications for natural and human history. Why has this been called “America’s best idea?” What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE)

HIST 206 HomeLand & Contested Spaces (4)
Focusing on the methods, processes and outcomes of empire in what are usually referred to as “settler states,” this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The courses places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)

**HIST 211 Renaissance Humanism: Erasmus (4)**

Desiderius Erasmus is one of the best known figures of Renaissance Humanism. He read, wrote, and travelled widely, interacting with almost all the major intellectual figures of the early sixteenth century in Europe. This course will look at this exciting period of history through the lens of the life of one extraordinary man. Students will come away from this course with a strong understanding of the one of the major intellectual currents of the period, one that set the stage for the development of early modern Europe, from the Reformation to the Revolution. In particular students will engage in direct research through the correspondence of Erasmus, which encompasses thousands of letters and hundreds of correspondents - a virtual who's who of Renaissance thought. (WCore: WCFAH, RE)

**HIST 230 Global Coffee Cultures (4)**

This course educates students on the international histories of and ethical considerations attached to labor, political economics, environment, and gender related to global coffee cultures, both the consumption and production sides. Students will critically engage with these historical and contemporary issues pervasive in global coffee communities through primary and secondary texts, film, and an occasional field trip to local roasters and/or cafes. Coffee will be served during each class period. (WCore: EWRLD)

**HIST 240 Making History (2)**

This course is an introduction to skills and methods for history students through practical exercises. Students will learn how to frame appropriate historical research questions, find sources in archives, interpret historical works, and craft their own historical essays. The skills learned in this course will be fundamental to the research and writing expected in upper-division history classes, especially the two-semester thesis sequence (390/490).

**HIST 242 Fielding History (2)**

This course gives students real-world field experience in historical research. The course will be a companion to History 240, Making History. It will include an on-campus classroom component of 2 hours and a combination of weekend-long field trips to historical research libraries and sites (e.g., the Topaz internment camp, Mountain Meadows, Utah Historical Society, Bear River Massacre site, Family Research Library). The skills learned in this course will be fundamental to the research and writing expected in upper-division history classes, especially the two-semester thesis sequence (390/490).

**HIST 300 Special Topics in History (1–4)**

Special topics focusing on shifting regional and thematic studies, e.g., History of England, History of the Crusades, Popular Culture, The Nineteenth Century, and Film as History. Courses classified under the HIST 300 designation are taught on a rotating basis.

**HIST 301 Early Modern Europe: Renaissance and Reformation As Gateways to the Modern Era (4)**

Explores the history of Europe from the Renaissance through the Enlightenment, with special emphasis on how the world view of Europeans changed leading up to the age of revolutions and the advent of the “modern” world.

**HIST 306 The French Revolution (4)**
The French Revolution has been seen as the turning point in modern history, historiography, philosophy, and politics. No serious thinker of the 19th century could ignore its overwhelming impact. While the American Revolution showed the potential of ideas in carving out a new response to the 18th century, the French Revolution overturned and then rewrote centuries of tradition in the one of the oldest monarchies in Europe. This course is designed for students to explore a variety of historical problems related to the French Revolution. You will not only be able to identify, date, and describe some of the major developments of the period, but also you will be reading some of the primary sources on which we base these historical interpretations of the Revolution. You will develop your own historical arguments about the period and critique the approaches that historians have taken to this event.

HIST 311  The Ancient World
Surveys Greek and Roman history from the dawning of Western Civilization in Homeric literature through the spectacular successes – and equally colossal failures – of Athens, Sparta, the Roman Republic, through the disintegration of the Roman Empire. Explores both the history of the Ancient World and how the idea of history itself developed during this period.

HIST 312  The Medieval World
Explores the origins and history of the medieval world from the Fall of Rome to the beginning of the Renaissance. Medieval Europe was the crucible in which many of Europe’s later achievements and disasters were forged.

HIST 313  United States History Since 1945
Focuses on the emergence of the United States as a global power, the domestic repercussions of that status, and the social issues that have captivated Americans since 1945.

HIST 315  The Age of Jackson
Explores American history from 1787 through 1848. Concentrates on the emergence of paradoxical dialectics through conflict, synthesis, and violence, including: North and South; Reformism and Conservatism; Immigrant and Nativist; Romantics and Scientists; do-gooders and exploiters; men and women. The course stresses the chaos, change, creativity, morality and mendacity of Jacksonian America.

HIST 316  The Civil War through 1890
Examines U.S. history in its most violent and divisive period. Emphases include the experience of enslaved African Americans; the growth of the anti-slavery movement; the division of the nation; the military course of the Civil War; the results of the war; the failed experiment of Reconstruction; and economics, politics and society in the Gilded Age.

HIST 317  The U.S. as a World Power, 1890–1945
Explores the metamorphosis of the United States from a provincial, continental power to an industrialized and urbanized world power. Emphases include the Industrial Revolution and its impact on international policy; the Spanish-American War and the acquisition of empire; the growing power of the executive branch; the Progressive Era; the 1920s; the Depression; and U.S. participation in two world wars.

HIST 319  American Women’s History
An overview of the economic, social, and political roles women have played in American history, from the colonial period to today. Investigates women’s work in the household and market economies, women and the family, and women’s legal and civil rights and liabilities across time.

HIST 320  Environmental History of the United States
An exploration of how men and women have thought about and acted upon the land in what is now the United States from before the European exploration to the present day, including how the land and its resources shaped how people live, how the ways that people view the land changed over time, and how people have changed the earth and some of the consequences of those changes.

HIST 325  The Native West
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 330A, ENVI 330B, and one of: ENVI 330D or HIST 202).

Native peoples inhabited all of the American West; today’s Native nations exercise sovereignty over fragments of their former territory. This course investigates the “Native history” of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was “terminated” in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth-century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi.

Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers and speakers and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)

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<th>Course Code</th>
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<tr>
<td>HIST 326</td>
<td>African History Since 1500</td>
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<td>HIST 330</td>
<td>Middle Eastern History</td>
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<td>HIST 335</td>
<td>Environmental History of Africa</td>
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<td>HIST 340</td>
<td>Latin American History: Discovery of the Americas</td>
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<td>HIST 341</td>
<td>Latin American History: Revolution in the Americas</td>
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<td>HIST 343</td>
<td>History of Mexico: The Quest for Stability</td>
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<td>HIST 365</td>
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Analyzes changes in Africa from the Trans-Atlantic Slave Trade to the present day. This course is especially concerned with the forces that propelled the Trans-Oceanic slave trade, European colonialism and Independence movements in Africa; it also looks at African issues since independence. The thematic tentacles of this course are economics, politics, gender, and genocide.

An inquiry into Middle Eastern history from the early civilizations to our own day. The course deals with conflicts as well as quests that have created peace; developments in the three monotheistic religions and their cultures (with an emphasis on Islam); late 20th-Century issues.

Explores human ideas of and debates over the physical and imagined (or mythologized) environment in Africa from circa 1700 to the present. A survey of the pre-colonial environment will be used to establish the core of the course that examines contested ideas about the African environment during the colonial and post-independence periods.

Surveys the Latin American experience from pre-Columbian society through independence, and emphasizes the recurring themes of authoritarianism and exploitation.

Surveys Latin American history from Independence (1810) to the contemporary period, focusing on revolution as a solution to the chronic instability, poverty, and dependency that plagues the Latin American nations.

A chronicle of Mexican history, beginning in the pre-Columbian period and continuing through the present, examining the conquest and subsequent colonial legacy as the foundation of political and economic instability.

A survey of European imperial tendencies and trends on the world stage from 1600 to the present. The course begins with debates over definition concerning imperialism and other forms of global/regional power structures; thereafter, it surveys the process and outcomes of imperialism through the lenses of environment, economy, politics and society to understand present-day trends throughout the world.

A survey of the history of Utah and its place in the region. Includes the native inhabitants, the early explorers, the arrival of the Mormons and non-Mormons, the relationship to the federal government, statehood, and the development of Utah in the 20th century.
A required capstone course for senior history majors, which combines historiography and research, resulting in the production of a senior thesis based on original research. Requires a History major or minor or instructor permission.

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<tr>
<td>HIST 401</td>
<td>Directed Studies in History</td>
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<td>HIST 440</td>
<td>Internship</td>
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<td>HIST 490</td>
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**Directed Studies in History**
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the History Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**Internship**
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of program director and Career Center internship coordinator. This course is repeatable for credit.

**Research Seminar in History**
A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)