Meditating on the history of the American South, novelist William Faulkner famously proclaimed, "The past is never dead. It's not even past." Learning about the relationship of the past to the present is what history is all about. The past is indeed not past: it shapes, in complex and powerful ways, the world we live in now. Yet the past can be radically different from the present. Studying history allows us to grasp the immense variety of human experience across time, place and culture; to develop insight into the ways that people understand themselves in relation to the societies in which they live; and to engage critically with contemporary issues.

Students who major in history at Washington University are encouraged to cultivate a broad understanding of global themes while also having the flexibility to focus on areas of special interest. Our instructors emphasize the development of analytic skills that are useful not only in history courses but also in a range of occupations and professions, including law, business, communications, education and public policy. These skills include organizing and interpreting data, developing logical and convincing arguments, doing research and sifting the significant from the insignificant, reading with comprehension, and writing with precision and clarity. Whether students pursue a major or a minor or instead simply sample our courses, studying history will help them to develop the knowledge and critical skills that are essential for life in an increasingly complex and contentious world.

Phone: 314-935-6700  
Email: ucollege@wustl.edu  
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-history

Degree Requirements  
Bachelor of Science in History

Required courses: 27 units

All University College undergraduate students must satisfy the same general-education requirements (http://bulletin.wustl.edu/undergrad/ucollege/bachelors/#degereerequirements). Requirements specific to this major include the following:

Introductory courses (6 units):

- One introductory course chosen from this list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Hist 101</td>
<td>Western Civilization</td>
<td>3</td>
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<tr>
<td>Hist 102</td>
<td>Western Civilization II: 1650 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>Hist 163</td>
<td>Introduction to the History of the U.S.</td>
<td>3</td>
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Advanced-level courses (18 units):

At least 18 units of 300- or 400-level courses, including the following:

- One course designated "premodern" and one course designated "modern"
- One course each from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, or the United States or transregional history*
- If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count toward this requirement a transregional course that examines the comparative history of the United States and Latin America.

Capstone experience (3 units):

A capstone experience, consisting of either one specifically designated Research Seminar or an Honors Research Project, must be completed. The Honors Research Project is reserved for students admitted to the University College Undergraduate Honors Program.

- Research Seminars are upper-level, limited-enrollment courses that emphasize engagement with primary sources. Course assignments will feature texts and images from a variety of published and manuscript materials, and students will research and write a substantial paper over the course of the semester from independently selected and analyzed primary sources. All research seminars will be so designated.
- The Honors Research Project requires enrollment in U16 Hist 399 during both the fall and spring semesters (3 credits per semester). As a result, for students admitted to the University College Undergraduate Honors Program, the history major will consist of a minimum of 30 units. It is highly recommended that, before undertaking the Research Project, students enroll in one or more Research Seminars (which would, in this case, count toward the required 18 units of advanced-level courses).

The Minor in History

Required courses: 18 units

Introductory courses (6 units):

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<th>Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Hist 164</td>
<td>Introduction to World History: China and the Silk Road: Then and Now</td>
<td>3</td>
</tr>
<tr>
<td>Hist 209</td>
<td>America to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>Hist 210</td>
<td>U.S. History Since 1865</td>
<td>3</td>
</tr>
</tbody>
</table>

- One additional introductory course (any 100- or 200-level History course)
This course provides an introduction to the history of modern Europe. It follows Europeans from the upheavals of the Enlightenment to the French Revolution, and from the Industrial Revolution to the era of nation-state building. It continues by exploring how Europeans became embroiled in the scramble for empire, the era of "totalitarianism," and two disastrous world wars. The course concludes by examining how Europeans coped with the divisions of the Cold War, the collapse of communism, and the challenges of integration and resurgent nationalism. From the "splendid century" of Louis XIV to the European Union of today, our focus will be on important individuals, social trends and developments and key movements (such as liberalism, Marxism, and feminism) as well as on the changing mentalities and experiences of ordinary Europeans. DISCUSSION SECTION IS REQUIRED.

Same as L22 History 102D

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

U16 Hist 116 The Creation of Modern Japan 1568-1945

This course explores the creation of modern Japan from the founding of the Tokugawa Shogunate through World War II. A political and historical narrative will be complemented by a strong emphasis on Japanese cultural expressions. Alongside primary historical sources, our reading will include Amy Stanley's fascinating account of a woman's life in 19th-century Tokugawa Japan, "Stranger in the Shogun City." We will also discuss Yukio Mishima's novel on Japanese culture at the cusp of modernity, "Spring Snow," and Eri Hotta's "Japan 1941," which enlivens some of the decision-making behind Japan's attack on Pearl Harbor. We will also read selections of poetry as a window into the Japanese aesthetic. By balancing historical narrative with cultural expressions, the course develops a robust understanding of change over time in modern Japan.

Credit 3 units. UColl: CD

U16 Hist 117 History of Death & Mourning in America

Death may be the great equalizer, but our approaches to death and mourning differ according to time and circumstances. Through an examination of the ways Americans have commemorated and thought about the dead, students will gain a greater understanding of the changing cultural history of the United States. This course examines the intersection of war, religion, urbanization, and industrialization as they are reflected in both mourning and in "cities of the dead" and the ways Americans have interacted with them.

Credit 3 units. UColl: OLH

U16 Hist 162 Freedom, Citizenship and the Making of American Culture

This course offers a broad survey of American history from the era before European settlement of North America to the late twentieth century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship, and American identity. Introductory course to the major and minor.

Same as L22 History 163

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

U16 Hist 163 Introduction to the History of the U.S.

This course offers a broad survey of American history, from the era immediately prior to European settlement in the Western Hemisphere all the way to contemporary life in the United States. It introduces students to the critical, analytical skills required for historical scholarship and should be regarded as a prerequisite for courses of a higher number in American History. As a survey,
this course strives to introduce students comprehensively to current knowledge about the American past, but some degree of special focus is always necessary. In this case, we will aim to understand the historical background to contemporary American politics, broadly speaking: we will study the social, economic, and cultural affairs that helped to create division and conflict as well as alliance and consensus among groups of Americans. We will also study the development of political doctrines, electoral procedures, constitutional standards, public policy, and the status of American society and government in the world.

Credit 3 units. UColl: OLI

U16 Hist 164 Introduction to World History: China and the Silk Road: Then and Now
The ancient “Silk Roads” that connected China with Europe (130 BCE-1453 CE) also included trade routes through Asia, the Middle East, and Africa. Silk and other goods, arts, religion, cultures, ideas, and technology were transferred on these routes and later on interconnected water routes during the Age of Discovery (1453-1660 CE). In the 21st century, the Silk Road is the basis for new global trade routes, tourism, cultural exchange, and even the growth of new cities.

Credit 3 units. UColl: OLI

U16 Hist 209 America to the Civil War
The American experience from the age of Columbus to that of Lincoln; development of distinctive American patterns of thought, culture, society, politics, and religion. Topics include efforts to cope with the wilderness; colonial maturity and the development of revolutionary ideology; defining the American character; literature and art for a new republic; the impulses of religion, idealism, and perfectionism.

Credit 3 units. UColl: OLI

U16 Hist 210 U.S. History Since 1865
This is a course in modern American history. We begin with Reconstruction after the Civil War, with the transition of the United States from an agricultural nation to an urban industrial one. We will investigate changes in technology, urban growth, and immigration as well as new ideas of government and nationalism as the United States achieves its position as a world leader through World War I and II, the Cold War, and the global world of the 21st century.

Credit 3 units. UColl: OLI

This course covers the two world wars; fascism, nazism and communism; postwar recovery and the Cold War, and the loss of empire. We will pay significant attention to the ways in which religion, ideology, and nationalism appreciably shaped the lives of people living in Europe during an era of total war, competing ideologies, and decolonization, focusing on what historians often call “the short 20th century,” from 1914 to 1991.

Credit 3 units.

U16 Hist 216 The American South in Black and White
This course explores the history of the American South from the colonial era to the present, focusing on the interplay between black and white cultures. Topics include Southern plantation life, the Civil War, Jim Crow, Southern music, and the Civil Rights Movement. Using film, photography, and other media, the course also considers representations of the South in popular culture. Particular attention is paid to how images and stereotypes of the South have evolved—and to how the region’s history has influenced the nation as a whole.

Credit 3 units. UColl: OLI

U16 Hist 217 The Italian Family from the Renaissance to Today
The Italian family, which is the basic building block of the Italian society and state, has been extremely resilient yet continually evolving. This course focuses on the institution as well as the roles of women, men, children, and servants from the Renaissance (15th century) until today. We will discuss the historical roles of mothers vs. fathers, shared familial ties and resources, family-run workshops, and how couples planned, named and educated their offspring. We will examine how the family can be experienced in a variety of ways, including the form of the papal famiglia and nuclear households headed by cardinals. Finally, we will see how divorce legislation (1970) destroyed the notion of eternal family solidarity. The family is still being shaped as Italians recently legalized same-sex civil unions (2016), forcing them to define what a family is and what rights its members should enjoy. We will consider Pope Francis’ role in discussions of Italian and global family life in a nation that hosts thousands of migrant families, too.

Credit 3 units.

U16 Hist 218 The Crusades
In 1095, Pope Urban II urged Christian princes to liberate the Holy Land from Muslim rule. Four years later, after enduring great hardships, the knights who had answered Urban’s call conquered the city of Jerusalem. This first crusade and its accomplishments shaped the way future crusades were conducted as well as the way in which historians have both understood and framed the idea of a “crusade” as an armed pilgrimage to the holy land sanctioned by the papacy. However, the language of “crusade” was also invoked in campaigns against other enemies of Christendom: the long struggle to reconquer Spain from its Muslim rulers, the wars waged against pagan peoples along the Baltic Sea, and campaigns undertaken against Christian heretics and political foes of the papacy. This course aims to explore the idea of “crusade” and “crusading” over the course of the Middle Ages. We will examine the causes, immediate effects, and long-term consequences of the crusades and to trace the lasting memory of crusading ideology throughout the Middle Ages and beyond. By the end of this course, students will understand the major themes and ideas that made up the medieval crusades and how those themes and ideas changed over time.

Credit 3 units. UColl: OLI

U16 Hist 2216 Books and Bodies
Books and Bodies is a five-week course held in the Special Collections department of the Bernard Becker Medical Library. The course explores how changes in medical knowledge and print technology have influenced depictions of the human body from the 15th through the 19th centuries. Each week students will explore an aspect of print and medical history by examining the library’s rare materials and carrying out exercises that require them to make use of the library’s resources. The course will not only provide students with an overview of the development of anatomical illustration, but will also provide them with an understanding of special collections research. This course counts toward the medical humanities minor.
U16 Hist 2652 Spain’s Golden Age
The Spanish Empire stretched across Europe and the New World. Beginning with the unification of the kingdoms of Castile and Aragon in 1469 and ending with the death of Philip IV in 1665, this course explores the ways in which Spaniards, Africans, and Indians -- both male and female -- were involved in and affected by the Imperial endeavor. The course also investigates the experiences of religious minorities (e.g., Jews, Muslims, Protestants) within the home country. Students will evaluate the successes and failures of the period through close studies of several major spiritual, artistic, and literary figures and their works. We will also explore the dynamics between political, domestic, and religious policy on the mainland and in the colonies, with particular focus on the operations of the Spanish Inquisition.
Credit 3 units. UColl: OLI

U16 Hist 3016 Slavery and Freedom in Latin America and the Caribbean
This course surveys the history of slavery and freedom in the Atlantic world of Latin America and the Caribbean. It focuses on slavery as an economic system and the relations of power it created. The course moves forward chronologically, with each week organized according to a particular theme and geography. Students will learn how British, French, Spanish, and Portuguese settlers established slavery in the new world; how different social and legal practices developed around particular labor patterns and commodity production; how the enslaved endured and resisted enslavement; and what it meant to be free in a slave society.
Credit 3 units. UColl: CD, HLA, HSM

U16 Hist 3077 Civil Liberties in Wartime
This course will examine the history of American civil liberties in times of war and international tension. The class will begin by examining how English political traditions, Enlightenment philosophies, and the experience of the American Revolution helped to forge American principles of civil liberty as defined in the Bill of Rights. Students will explore how the experience of war and international conflict places these principles under stress, focusing in particular on the following episodes: the 1798 Alien and Sedition Acts; the Civil War; the American governance of the Philippines; the two World Wars; the Cold War; and the response to terrorism.
Credit 3 units.

U16 Hist 3098 An Inconvenient Truth: The Human History of Climate Change
Although global warming is unprecedented in its origin and potential consequences for human beings, climate change itself is actually nothing new. For thousands of years, entirely natural influences have altered Earth’s climate in ways that shaped human history. Eighteenth-century advisors to the king of France were warning that deforestation would have an adverse effect on rainfall. The Little Ice Age that began in the 16th century altered settlement patterns, forced new trade networks, and encouraged innovations in agriculture. In this course, we will examine the longer history of climate change and how it has been addressed as a scientific, political, and environmental issue. We will look at such climate phenomena as the discovery of the Green House Effect, El Niño events in the late-19th century, and glacial melting in the 20th century. This course will also introduce students to the field of environmental history and explore how the methods of this field of inquiry challenge traditional historical categories. We will consider the following questions: What happens when time is no longer bounded by the written word and is understood in geological terms? How does history play out when the actors driving the action of the story are non-human? How might historians geographically frame their narratives when the subject matter is rarely bounded by the political borders of human communities?
Credit 3 units. UColl: HSM, HTR

U16 Hist 3141 Civil Liberties in Wartime
This course will examine the history of American civil liberties in times of war and international tension. The class will begin by examining how English political traditions, Enlightenment philosophies, and the experience of the American Revolution helped to forge American principles of civil liberty as defined in the Bill of Rights. Students will explore how the experience of war and international conflict places these principles under stress, focusing in particular on the following episodes: the 1798 Alien and Sedition Acts; the Civil War; the American governance of the Philippines; the two World Wars; the Cold War; and the response to terrorism.
Credit 3 units.
U16 Hist 3153 Women and Slaves in Classical Antiquity
This course investigates the lives of women and slaves in ancient Greece and Rome. It will explore not only the limitations imposed on women and slaves by the ruling male citizenry, but also the power and privileges each group exercised. We study how the society and economy formed the roles of women and slaves, how women and slaves were portrayed in literature and the arts, and how writers from Classical antiquity influenced later generations beyond the Roman Empire.
Credit 3 units. Arch: HUM Art: HUM BU: IS EN: H UColl: HAF
HSM

U16 Hist 3154 The Syrian Conflict in Historical Context
This course examines Syria and its on-going civil war through the lens of historical forces that forged the region's heterodox communities. It will identify the region's Christian and Islamic inheritances. It will investigate the history of great power tensions over Syria. It will explore New Silk Road economic development corridors. It will assess Russia's historic interests in the region. Finally, it will debate the implications of an emerging Kurdish homeland in Northern Syria and beyond. Topics include: Kurdish question, Sykes-Picot Agreement, New Cold War, Silk Road infrastructure corridors.
Credit 3 units. UColl: HSP

U16 Hist 3156 The Classic Dynasties of China
This course takes as its focus the period in Chinese history when cultural and political patterns were established. After a brief survey of the earliest periods of Chinese history, the course moves from the T'ang Dynasty through the Song, Ming, and Qing Dynasties. Extensive primary sources from each dynasty will be supplemented by a set of historical works that we will read and discuss. The sources and books will address social and cultural development along with diverse aspects of daily life. The class concludes with an examination of the elements of decline evident during the late Qing Dynasty and an exploration of the major themes of Chinese history that we have discovered in our semester study.
Credit 3 units. UColl: CD, HME

U16 Hist 3167 China and Japan 1800 to 1949
This course focuses on China and Japan's encounters with the West in the 19th century and how that contact helped shape both nations' destinies in the first half of the 20th century. To resist Western intrusion, China and Japan ultimately had to transform themselves while attempting to preserve their cultural identity. China struggled for much of this time to find the correct formula for resistance, while Japan became a superpower only to plunge itself and China into the cataclysm of World War II. In this course, we examine why each followed the path it chose, the profound consequences of those decisions, and the personalities and events associated with the road through modernization and Westernization and to World War II.
Credit 3 units. UColl: CD, HEA, HSM

U16 Hist 3168 The Creation of Modern Japan, 1568-1945
This course will explore the development of modern Japan from the Tokugawa Shogunate through the Meiji Restoration and culminate in Japan’s role in World War II. Alongside the history of this period, we will explore cultural expressions of the time occurring in Japan in the areas of gender, ethnicity and class. The course readings will consist of Japanese fiction, drama and poetry in translation.
Credit 3 units. UColl: CD, HEA, HSM, HSP

U16 Hist 3193 Roman History: The Dominate
If we mark the beginning of Roman history by the foundation of the city on the Tiber and continue that narrative until the fall of Constantinople to the Ottoman Turks in 1453, we see a grand political experiment without parallel in world history. Persian historians would have been hard pressed to match these boasts. This course focuses on one segment of that history: the Later Roman Empire, beginning with the accession of Constantine the Great, the first Christian emperor, to the outbreak of a calamitous war between rival superpowers Rome and Persia in the early seventh century of the Christian era. That conflict destroyed the classical world of the Eastern Mediterranean basin, and it paved the way for the rise of Islam in the region and beyond.
Same as U02 Classics 3193
Credit 3 units. UColl: HEU, HSP, OLI

U16 Hist 3264 Later Medieval Ages: 1100-1500
This course is an introduction to history as a discipline, and in particular the study of medieval history. Students will demonstrate understanding of church reform; new forms of spirituality and the challenge of heresy; new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and its effects into the 15th century.
Credit 3 units. UColl: HEU, HSP

U16 Hist 3301 Motherly Women and Conquering Men: Gender Stereotypes and the Atlantic World
We give a lot of thought to gender and power today—who makes more money, who occupies leadership roles, who gets interrupted. But challenges to the idea that physical anatomy and one's position in the world are permanently linked are much older. Rather, when Portuguese and Spanish sailors began exploring the Atlantic Ocean in the 1400s, they discovered different visions of what it meant to be male and female. This course looks at the results of this exchange, assessing how European encounters with new ideas of gender and sexuality in Africa and the early Americas, 1400 to 1800, created new opportunities and entrenched expectations for both colonizers and colonized.
Credit 3 units. UColl: HSM, HSP, HTR, OLI

U16 Hist 3304 Race in the Age of Exploration
We talk a lot about racialized identities and experiences in the twenty-first century, but discussions about differences perceived in skin tone, ethnic ancestry, and birthplace are nothing new to the modern world. This course explores an important segment of early conversations on race, focusing on the impact of European ventures to the Asian, African and American continents between the 12th and 18th centuries and interactions with the diverse
peoples they encountered therein. Students particularly will look at the ways that struggles for control in this global age shifted historical concepts of difference from being fluid and cultural to entrenched and biological, with the effects still felt today. Credit 3 units. UColl: CD, HSP, HTR

U16 Hist 3323 Jews and Christians in Nazi Germany
This course examines how religion, culture, and ideology shaped the lives of Jews and Christians living in Germany during the Third Reich. We will examine the reactions of German Protestants and Catholics to the Nazi regime's oppression of Germany's Jewish population and attempt to annihilate European Jewry. We also focus on the experiences and reflections of German Jews living in these desperate times. Credit 3 units. UColl: HEU, HSM, OLI

U16 Hist 3325 The 20th Century: The Age of Genocide
This course will explore some of the darkest and most difficult to understand topics in recent human history: the Holocaust and other genocide events of the 20th century. From World War II to Rwanda, humans in the 20th century have demonstrated a terrifying capacity to inflict violence upon specific groups of people. The global occurrence of these events indicates that they are limited to no single region, religion, political system, or ideology. This course will explore the complex historical factors that produced genocides. Particular cases examined will vary from year to year, but will include, for example, Armenia, Cambodia, the former Yugoslavia, and the Nazi genocide of the Jews, Sinti, and Roma. Themes addressed may include gender and genocide, genocide prevention and intervention, justice and genocide, and memory and memorialization. We will also examine the stories of those who fought repressive regimes and spoke out against genocidal leaders, seeking to understand how confronting these issues in the past may help us to confront human cruelty in the present. Credit 3 units. UColl: CD, HEU, HSM, OLI

U16 Hist 3347 The American Wars in Asia and the Pacific, 1898-1975
This course will examine the causes, conduct, and consequences of four wars that the United States has fought in Asia since 1898: the Philippine-American War; the Pacific theater in World War II; the Korean War; and the Vietnam War. We will focus on the political, diplomatic, and military aspects of these conflicts and explore how these wars shaped the history of Asia and the United States. The course provides an opportunity for students to conduct their own research and to hone their analytical and writing skills. Credit 3 units. UColl: HSM, HUS

U16 Hist 3510 The History of the Civil Rights Movement: Jamestown to Ferguson
This course examines the origins, evolution, and impact of the U.S. Civil Rights Movement beginning with the North American slave trade in Jamestown, Virginia, in 1619, through civil disobedience and race riots in the mid-20th century, to the response, locally and nationwide, to Michael Brown's violent death in Ferguson. Special emphasis is placed on tracing its impact and continuing legacy on contemporary ideas and social policies about race, ethnicity, culture and national origin. Credit 3 units. UColl: ACH, ACS, HSM, HUS, ML

U16 Hist 3520 "Happy Wars and Sad Love Songs": A History of Ireland
Through a broad range of primary sources — including imaginative literature and music — this course examines Ireland's relations with and contributions to the wider history of the British Isles and Europe as well as the consequences of the Irish diaspora in the modern era. The course is arranged thematically and chronologically, and lessons address the major trends in the history of Ireland from earliest times to the present day, with roughly two-thirds of the semester focusing on the last two and a half centuries. Credit 3 units. UColl: HEU, HSM

U16 Hist 3529 Global Perspectives on the American Civil War
The Civil War is widely understood to be the turning point of American history. But scholars are only beginning to address the scope and character of its impact on world history. This course treats the American Civil War as a global event. It places the war to preserve the Union and end slavery in the wider context of the long 19th century, one that encompasses various histories of slavery, anti-slavery, capitalism, nationalism, state-building, and empire as they collectively gave birth to the modern world. As Union and Confederate troops collided, parallel contests over democracy and the rights of labor gripped Europe. Credit 3 units. UColl: HSM, HSR, HTR

U16 Hist 3610 Women and Gender in Renaissance Italy
This course allows students to gain a solid knowledge of and appreciation for the experience of women who lived in early modern or "Renaissance" Italy. We will explore what is distinctive about the Renaissance era for women, underline the unique contributions that women made to early modern Italian society and culture, and discuss how their roles and participation in their world differed from those of the men with whom they interacted. Credit 3 units. UColl: HEU, HSM, OLI

U16 Hist 3620 Research Seminar: Liberals and Conservatives in Recent American History
This course explores the interplay of modern American liberalism and conservatism, the two ideologies/political worldviews that have defined U.S. politics since the 1930s. It is impossible fully to understand one without also studying the other. Modern liberalism became a political force during the presidency of Franklin Delano Roosevelt, while modern conservatism emerged as a viable movement during the early Cold War years and came of age during the presidency of Ronald Reagan. Looking at political thought, grassroots activism, and electoral politics, the course will trace the evolution of both political perspectives, along with their frequent intersections, from the New Deal years up to the present. Students will engage primary sources and recent scholarship, and special time will be dedicated to putting the current political moment (including the 2020 election) in context. Credit 3 units. UColl: ACH, ACS, HSM, HSR, HUS

U16 Hist 3633 Creating a National Memory, 1790-1840
In this course, we will analyze the differences between history as the best evidence suggests it occurred and the culturally constructed version of the past. We will explore the forgotten, sometimes bizarre — and, in retrospect, often humorous — "bodily turn" in American memory culture from 1790 through 1840, when patriotic Americans collected historical artifacts,
including bodily relics, of their country’s dying Revolutionary
war heroes. Topics include African-American Revolutionary
War veteran's memories; the popular science of memory in the
early republic; influential theologies of memory; the pedagogy
of memory; feminist linkage of politics to memory; and traveling
“freak shows.” The instructor will email registered students with
instructions. Students will engage with recent scholarship along
with numerous primary sources. The course fulfills the Research
Seminar requirement for history majors in University College.
Credit 3 units. UColl: HSM, HTR

U16 Hist 3635 American Forgiveness: Reconciliation,
Reparation, and Pardon in U.S. History
How has the very meaning of “forgiveness” evolved in
American history, and why? Can understanding the history
of forgiveness in American culture usefully inform present
efforts at forgiveness and reconciliation in American culture?
Topics include: forgiveness of loyalists and of Britain after the
Revolution; imperfect racial and regional reconciliation after
the Civil War; intergenerational tensions and forgiveness in
American history; influential theologies of forgiveness; altered
views concerning bankruptcy and debt forgiveness; political
scandals and forgiveness; the history of “restitution” as an aim
in the American justice system; grievances and forgiveness
involving U.S. treatment of Native American nations, and with
respect to the internment of Japanese Americans in World
War II; forgiveness as a theme of the Civil Rights movement;
President Gerald Ford’s pardoning of President Nixon; changing
divorce and adultery laws, etc.
Credit 3 units. UColl: HSM, HUS, OLH, OLI

U16 Hist 3638 Debating U.S. History: Museums, Monuments
and Public Memory
Americans have long been fascinated with physical markers of
their history, and debates over the significance of past persons,
places and artifacts have gained added weight in visions of the
country’s political, social and cultural future within the last 30
years. For example, when the New Orleans City Council sought
to remove three Confederate monuments in 2017, it couldn’t find
contractors willing to risk public scorn. Two monuments were
taken down in the middle of the night by masked workers, and
the third removal was accompanied by a speech that earned
Mayor Mitch Landrieu national attention (and gossip about his
potential as a 2020 presidential candidate). This course looks
at the ways in which public history as a field has developed in
the United States, including how processes like collecting,
cataloguing, researching, interpreting and teaching have an
impact on popular interactions with past events. Students will
assess key and heated reflective moments in American public
history—like a 1848 slave auction at Colonial Williamsburg and
the proposed 1995 Enola Gay exhibit at the Smithsonian—as
well as consider how historical persons, places and events are
represented in their communities. This course, ultimately, will
reflect on the power and responsibility inherent in remembering
the past.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3639 The World in Crisis: 1914-1945
This course examines the first half of the 20th century, with
particular emphasis on the years between 1914 and 1945, and
the extent to which the period realized or rejected ideals and
expectations of the previous 100 years. After a brief overview
of 19th-century western concepts of liberalism and progress,
we will consider the disruption and violence of two world wars
in Europe, Africa, the Middle East, and Africa. In addition, we
will consider the course and consequences of civil war and
revolution, famine and disease, rising and falling empires,
worldwide economic instability, new nation states and population
resettlements, and emerging rival political ideologies. Among
other things, we will challenge the suitability of the label “interwar
period” for the years from 1918 to 1939.
Credit 3 units. UColl: HSM, HTR

U16 Hist 3641 A Social History of World War I:
Reconsidering the Great War in Global Context
World War I changed the course of world history. It brought
about the disintegration of four vast empires and seriously
undermined the stability of two others. At the same time, World
War I confirmed the arrival of the United States onto the world
stage and re-drew the political and territorial frontiers of central
and southeast Europe, the Middle East, Africa, and the Pacific.
We will place the First World War in a global context, examining
it from social, political, economic, and military viewpoints, and
consider its continuing legacy into the 21st century.
Credit 3 units. UColl: HSM

U16 Hist 3644 World War II in Global Perspective
This course will examine the origins, conduct, and consequences
of the Second World War. Topics include political, diplomatic and
military strategies, the experience of civilian populations, and
the role of resistance movements. The course will also explore
how the war reshaped the politics and culture of peoples around
the world — fueling nationalistic movements in Asia and Africa
and transforming attitudes toward military conflict in Europe. The
course provides an opportunity for students to conduct their own
research into historical topics and to hone their writing skills.
Credit 3 units. UColl: HSM, HTR

U16 Hist 3645 Pursuing Happiness in America
This course considers how and why Americans’ beliefs about the
nature and sources of happiness have changed. Topics include
colonial American preacher Jonathan Edwards's theology of
joy; early American political revolutionaries’ reasoning on the
universality of human “pursuit of happiness;” and subsequent
revolutions in economy, sentiments, sexuality, psychology and
pharmacology over the following two centuries.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3648 Working Class: Labor in American History
This course explores how working men and women shaped
the history of the United States. The course begins with the
various forms of indentured and enslaved labor in the colonial
era, continues through the rise of industrial capitalism in the
Gilded Age, and concludes with the "postindustrial" days of the
early 21st century. Students engage the social, political,
economic, and environmental transformations of working life in
America, including issues of race, class, gender, immigration,
urbanization, industrialization, trade unions, technology, and
globalization.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3665 The Politics of Secrecy in America, 1790 to
the Present
From fears of secret machinations by British colonial ministers
that underwrote the American Revolution to conspiratorial
theories about the intent of Lincoln and his "Black Republicans"
that precipitated southern secession in 1860 and 1861 to
contemporary conspiracy theories about the 2000 and 2004 elections, the 9/11 attacks, and the present “War on Terror;” secrets — both real and imagined — have dramatically influenced political attitudes, beliefs, and practices in American history.

Credit 3 units. UColl: HSM, HUS, OLI

**U16 Hist 3666 The History of Eating in America from Colonial Times to the Present**

This course is a history of the myriad ways that Americans have used food to mark class, gender, style, region, patriotism, dissent, politics, and personality, from the “starving time” in colonial Jamestown to today's “Fast Food Nation.” Topics include the Boston Tea Party, African-American foodways, and communist allies. We will examine the creation of the food-regulation agencies, “clay-eaters” in antebellum America, the creation of food-regulation agencies during the late 19th century, cooking as a gendered activity, and the rise of “dieting.”

Credit 3 units. UColl: HSM, HUS

**U16 Hist 3671 Liberals, Conservatives, and American Presidents — From Roosevelt to Reagan to Obama**

As the nation chooses a new president, the events of the Obama years — recession, recovery, divided government, profound social changes, and renewed fears — are already crying out for historical perspective. This course offers such perspective by exploring the political worldviews that have defined U.S. politics since the 1930s, along with the presidential administrations that have shaped their development. Modern liberalism became a force during the presidency of Franklin Delano Roosevelt. Modern conservatism came of age with the election of Ronald Reagan. By tracing the evolution of liberalism and conservatism, this course offers a chance to compare the Obama presidency with past administrations and to put the unfolding presidential campaign in context.

Credit 3 units. UColl: HSM, HUS

**U16 Hist 3679 Winter in America: A Social and Environmental History**

This course looks at the experience of winter in North America from the Little Ice Age of c.1550 to 1700 through the evident decline in winter weather as seen today with the melting glaciers of Greenland. Topics include interest in the winter solstice in ancient Cahokia; references to snow and winter cold in the writings of the United States’ founding generation and in 19th- and 20th-century newspapers; the evolution of the appearance of “snowmen”; epic snowball fights from the era of the American Revolution through the Civil War and beyond; differing experiences of snowstorms in rural and urban areas and by race, gender, and class; the history of “snow days” in American schools; and the remarkable story of Vermont’s “Snowflake Man,” farmer Wilson Bentley, whose pioneering microphotographs of snowflakes taken between 1885 and 1931 are still studied today by environmental historians and artists.

Credit 3 units. UColl: HUS, OLI

**U16 Hist 3680 The Cold War and the Modern Spy**

This course studies the Cold War through the lens of modern espionage. We begin by studying how technology developed in World War I, such as the use of codes and code-breaking machines, enabled the growth of intelligence organizations with the goal of collecting information against the Germans. World War II spawned a new age of electronic surveillance, spies and counterspies, as tensions increased between democratic and communist allies. We will examine the creation of the CIA and KGB; NATO and the Warsaw Pact; the use of secret tunnels; aerial and satellite reconnaissance; embedded spies and moles; the “Atomic Spy”; and the use of military intelligence in government covert activities.

Credit 3 units. UColl: HSM, HTR, OLI

**U16 Hist 3684 Winter in America: A Social and Environmental History**

This course looks at the experience of winter in North America from the Little Ice Age of c.1550 to 1700 through the evident decline in winter weather as seen today with the melting glaciers of Greenland. Topics include interest in the winter solstice in ancient Cahokia; references to snow and winter cold in the writings of the United States’ founding generation and in 19th- and 20th-century newspapers; the evolution of the appearance of “snowmen”; epic snowball fights from the era of the American Revolution through the Civil War and beyond; differing experiences of snowstorms in rural and urban areas and by race, gender, and class; the history of “snow days” in American schools; and the remarkable story of Vermont’s “Snowflake Man,” farmer Wilson Bentley, whose pioneering microphotographs of snowflakes taken between 1885 and 1931 are still studied today by environmental historians and artists.

Credit 3 units. UColl: HUS, OLI

**U16 Hist 3685 New Year’s Day in America, Colonial Period to Today**

This January intersession course explores the fascinating, freighted social and cultural history of New Year’s Day in America from colonial times to the present. Topics include the history of New Year’s Day traditions, such as mummering, drinking, visitations, and religious observances as well as the broader history of how Americans across time have perceived and marked the day. New Year’s Day in St. Louis, from the mid-19th century onward, is closely considered. Specific U.S. New Year’s histories explored include New Year’s 1800, as Americans learned of the death, days before, of George Washington; the politically charged presentation on New Year’s Day 1802 of a 1,200-pound “Mammoth Cheese” to President Jefferson; President Lincoln’s New Year’s Day 1863 Emancipation Proclamation; the association, by 1900, of new technology with new years and centuries; the first Times Square New Year’s Eve’s ball drop in 1908; the Cold War tradition of offering friendly greetings on the U.S.-Soviet telecommunications hotline on New Year’s Day, plus U.S./U.S.S.R. leaders’ 1987 televised New Year’s addresses to the peoples of their opposite’s nations; and the year 2000’s “Y2K” scare and foiled “millennium terror plot.” The course will also consider this coming New Year’s Day and a world besieged by the novel coronavirus, meme-makers, and other social media denizens preparing to count down to 2021.

Credit 3 units. UColl: HUS

**U16 Hist 3690 Sports in American History**

This course examines American sports from the colonial period through the 21st century, with emphasis on the rise of organized sports institutions, as well as individual and team play, and their role in shaping and influencing American society and culture. Students also will examine the relationships of race, class, gender, ethnicity, and religion in sports. These issues will be discussed in the context of baseball, football, basketball, tennis, and soccer, as well as the Olympics and other international sport.

Credit 3 units. UColl: HSM, HUS
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<th>Course Code</th>
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<tbody>
<tr>
<td>U16 Hist 3703</td>
<td>The Apollo Moon Landings in History and Memory</td>
<td>This course explores historically not only the familiar accomplishments and adventures of the Apollo moon landings, but their once-classified cold-war contexts and purposes, including questions the missions raised: What is the proper place of &quot;big science&quot; and &quot;big government&quot; in a liberal democracy? Do scientific understandings threaten or complement religious and aesthetic ways of comprehending nature and humanity? As machines are made more sophisticated, do they augment, or upstage, the human beings who produce them? Can we explore nature scientifically without conquering it imperially?</td>
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<td>UColl: ACH, HSM, HUS, OLI</td>
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<tr>
<td>U16 Hist 3741</td>
<td>History of U.S. Foreign Relations Since 1920</td>
<td>This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks. Same as L22 History 3743.</td>
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<td>UColl: HUM Arch: HUM Art; HUM BU: HUM, IS EN: H UColl: HSM, HUS</td>
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<td>U16 Hist 3744</td>
<td>The Eagle and the Bear: The Reputation of Russia in American Politics and Society</td>
<td>This course examines how Americans have regarded Russia from the era of George Washington to the present. We consider the various ways in which &quot;Russia&quot; has functioned as a symbol around and against which the U.S. defines itself and structures its policies, during times of both American attraction and repulsion.</td>
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<tr>
<td>U16 Hist 3776</td>
<td>History of American Business, Management and Technology</td>
<td>This course is designed to introduce students to the study of the sociocultural aspects and elements in American business, management and technology. Its primary focus and emphasis, therefore, is directed to understanding how the sociocultural elements and aspects of American business, management and technology have developed and evolved over time. This course will also examine how business and management have helped to influence and shape how American society and culture have developed and been influenced by these evolutions in business and management.</td>
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<tr>
<td>U16 Hist 3780</td>
<td>St. Louis History: A Regional Exploration</td>
<td>This course considers the development of St. Louis metropolitan history in light of its 250th anniversary and its recent tumultuous years. It will explore how this river town grew into the fourth largest city and the evolution of its hinterlands divided into a hundred municipalities. The focus of the course will include the changing built environment and the influences of the landscape, from the rivers to the red clay. It will give attention to the region's social history and the shifting status of race, class, and ethnicity. Students will read primary and secondary sources to understand why the region looks the way it does today.</td>
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<tr>
<td>U16 Hist 3800</td>
<td>History of France, 1789 to the Present</td>
<td>This course surveys the history of France from the Revolution of 1789 through the beginning of the 21st century. From the political revolution that kicked off the modern era of French history through the race riots of 2005, this history is punctuated by popular protest and political revolution. In this course, we will examine the long history of the modern era through the lens of riots and revolution.</td>
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<tr>
<td>U16 Hist 3870</td>
<td>The History of the Holocaust</td>
<td>This course deals with the Nazi regime's attempt to annihilate European Jewry. Important points of focus are antisemitism, the Nazi world view, and the examination of pivotal events on the path to the &quot;Final Solution.&quot; We will also address a number of significant debates in the historical literature about the Holocaust. Was Nazism a &quot;political religion&quot;? Should we compare the Holocaust to other genocides, or was it an historically unique event? Or should we consider the Holocaust as an event separate from World War II? To what extent did antisemitism factor in the actions and beliefs of perpetrators of violence against Jews? How deep did support for Hitler and the Nazis run among the German populace?</td>
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<td>U16 Hist 3975</td>
<td>Dark Continent: Europe in the Age of Total War, 1914-1945</td>
<td>World War I led to the deaths of some 20 million people. Although this war has since been viewed as a senseless waste, at its outset, it was seen in a generally positive light: a war for defense against aggression, for the liberation of occupied territories, and for national glory. In this course, students will explore European politics, society, and culture during a period dominated by two world wars. Particular attention will be paid to the ways in which religion, ideology, and nationalism appreciably shaped the lives of people living in an era of total war.</td>
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<td>U16 Hist 399</td>
<td>Senior Honors Research Project</td>
<td>Directed research and writing for the Honors Research Project. Only open to students admitted to the University College Undergraduate Honors Program, and with permission of instructor. Credit 3 units.</td>
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<td>U16 Hist 400</td>
<td>Independent Study</td>
<td>Credit variable, maximum 3 units. UColl: OLI</td>
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<td>U16 Hist 4002</td>
<td>Directed Fieldwork in Historical and Archival Professions</td>
<td>A fieldwork project under the direction of a History faculty. Credit variable, maximum 6 units.</td>
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<td>U16 Hist 4422</td>
<td>Reading Historical Figures: Cultural Analysis and Afterlives</td>
<td>Walt Whitman famously wrote, &quot;If you want me again look for me under your boot-soles.&quot; Although we will not be looking under any bootsoles in this course, we will be looking for -- and finding -- U.S. historical figures everywhere in contemporary culture, from television and film to fiction, advertising, and social media. During the semester, Whitman will serve as our case study, and students will be asked to read his poetry and prose. However, our ultimate aim is more wide-reaching. This course approaches a broad question -- What is American identity now? -- from a specific point of reference: the afterlives of figures from the past who are increasingly important to our modern national identity. During the semester, each student will undertake their own research project centered on a figure from the past whose presence in American life looms large today, such as Audre Lorde, Che Guevara, Thomas Jefferson, Andrew Jackson, James Baldwin, or Alexander Hamilton, among others. Same as U89 AMCS 442 Credit 3 units. UColl: ACH, HSM, HUS</td>
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<td>U16 Hist 4921</td>
<td>Decoding the City</td>
<td>Does the space between a house and the sidewalk tell you something about class? Does a vacant lot on a dead-end street record the forced relocation of thousands of black residents? Can street names narrate the relationship between the growth of the city and national narratives of immigrant assimilation, continental expansion and world wars? The answer to these questions is yes, but it is far from obvious. The built environment of an American city like St. Louis can seem opaque and silent, when actually it is laden with social, economic, political, gender and racial meanings. This course unpacks St. Louis' built environment by drawing broad historic and theoretical readings on urban space to specific local sites. Readings will assist students in the interrogation of actual places in St. Louis through field visits, so that the streets become unquiet and the embedded meanings in plain sight. This is a hybrid course, with an online discussion component and weekly field work sessions. Attendance at these field work sessions is mandatory. The course counts toward the American Culture Studies major for day students, and fulfills the Humanities and Social Science requirements for the M.A. Program in American Culture Studies. Same as U89 AMCS 492 Credit 3 units. UColl: ACH, ACS, HSM, HUS, OLH</td>
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