

**541, 542. Independent Study****Staff**

Variable credit course, 2-4 credits each semester

Supervised investigation of global topics of particular interest to the student and not covered in regular course offerings. Must be congruent with student's chosen concentration(s) in the global studies major. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the global studies coordinator and a department project director, and 12 credits toward the major.*

**551, 552. Independent Study: Internship****Staff**

Variable credit course, 2-5 credits each semester.

Supervised field study combining scholarly research and participant-observation in a firm, office, or agency operating internationally. Grading is Pass-Fail. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the global studies coordinator and a department project director, and 12 credits toward the major.*

**Greek**

See Romance and Classical Languages

**Health**

See Exercise Science

**History**

*Professors Russell L. Blake, Barbara A. McGowan (Chair), Diane L. Mockridge; Associate Professors Brian Bockelman (on leave 2014-15), Rebecca Berens Matzke; Assistant Professor Sarah Frohardt-Lane*

**Departmental Mission Statement:** The Department of History seeks to develop students' abilities to analyze evidentiary material in a disciplined and methodical manner, to synthesize information gained from such analyses into larger structures of knowledge, to understand various interpretations and conceptualizations of historical development and to fit their own synthetic structures into such interpretations, and to communicate complex ideas both orally and in written form to both professional and lay audiences. At the same time, the department seeks to broaden students' abilities to understand cultures and societies other than their own.

**Communicating Plus - History:** Students completing a history major develop skills in the four Communicating Plus skills areas—written communication, oral communication, critical thinking and problem solving—in required and elective course work in the discipline. Most of the Communicating Plus student learning goals are addressed in all courses offered by the department. The history department emphasizes critical analysis of significant aspects of the past (which entails solving important historical problems) using a variety of primary and secondary sources. Historical interpretation does not occur apart from communicating one's ideas to others. Thus, teaching students to articulate and communicate their interpretations in written and oral forms is central to the teaching of history. During the senior

seminar, assessment of students' growth toward mastery of the central concepts, interpretive frameworks, and analytical tools of history as a discipline takes place, along with assessment of their competence with respect to the Communicating Plus student learning goals.

**Requirements for a major in history:** Thirty-two credits in history. At least twelve credits from courses numbered in the 300s, HIS 299, and senior seminar (HIS 480 and 490) are required. (HIS 401 does not count toward the major.) HIS 101 is strongly recommended as an introduction to the major. A sophomore or junior beginning a history major should start with any 200 level course.

**Requirements for a minor in history:** Twenty-two credits in history. At least eight credits from courses numbered in the 300s. HIS 101 is strongly recommended as an introduction to the minor. A sophomore or junior beginning a history minor should start with any 200 level course.

**Requirements for students majoring in history and seeking teaching licensure in history for middle childhood through early adolescent or early adolescence through adolescence level (“Teaching Major in History”):** Thirty-two credits in history. At least twelve credits from courses numbered in the 300s, HIS 299, and senior seminar (HIS 480 and 490) are required. Among the courses counting toward the history major the following are required: HIS 281, 282, and 490. In addition, students must take any two of the following courses: HIS 241, 242, 262, 263, or 264. (Also required for licensure are ENV 120 and HIS 401; but those courses do not count toward the 32 credits needed for a history major.)

**Requirements for students minoring in history and seeking teaching licensure in history for middle childhood through early adolescence or early adolescence through adolescence level (“Teaching Minor in History”):** Twenty-four credit hours including HIS 281 or 282 and any one of the following: HIS 241, 242, 262, 263, or 264; at least eight credits from courses numbering in the 300s. (HIS 101 or 175 is recommended but not required.) (ENV 120 and HIS 401 are also required but do not count toward the 24 credits for the minor.)

**Broad Field Social Studies Teacher Licensure Options:** Students seeking licensure at the Early Adolescence/Adolescence (Grades 6-12) levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

Option 1 – Major/Minor Program - The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

Option 2 – Social Studies Major with Broad Field Social Studies Licensure - As part of their program of study, students must complete the following:

1. A major in a social science discipline,

2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history,

<b>Economics</b> ECO 211 and 212 One 300-level course other than 313	<b>US History</b> 2 of the following 5 history classes: 241, 242, 262, 263, or 264 One 300-level course	<b>World History</b> HIS 281 and 282 2 area studies courses, one at the 200-level, one at the 300-level, selected with a history advisor
<b>Politics and Government</b> POL 112, 220 One 300-level course	<b>Psychology</b> PSC 110 Two 200-level topics courses	<b>Sociology</b> SOC 110 One 200-level course One 300-level course

3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.

4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

Students are encouraged to extend the breadth of their social science background by also taking courses in anthropology, global studies, Latin American and Caribbean studies, and religion.

Open to first-year students only.

### 101. Introduction to the Study of History

Staff

Four credits.

An introduction to the approaches and methods by which historians reach an appreciation and understanding of the past and its relevance to contemporary society. Special attention will be given to history as a process of social and cultural change. Students will also be introduced to the skills involved in the analysis of historical works (such as biography, essays, and texts) and of historical sources (such as personal letters, contemporary fiction, political tracts, and film). *HIS 101 is open only to first-year students.*

Open to second-semester first-year students, sophomores, juniors, seniors:

### 200. Departmental Studies

Staff

Variable credit course, 2-4 credits.

Special subjects in introductory-level history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**214. Greek and Roman Society** **Mockridge**

Four credits. Normally offered every other year.

A topical approach to ancient Greek and Roman society. Particular attention will be paid to classical ideals and institutions that have made a significant impact on the formation of Western society and values. The course will be organized thematically, and topics include: ancient religions, classical philosophy and the idea of rationality, political and judicial systems, social classes, and the role of women. Artifacts from the Ripon College Classical Antiquities Collection will be used in class projects.

**220. Nonconformity and Deviance in Medieval and Early Modern Europe** **Mockridge**

Four credits. Normally offered every other year.

Participation in medieval and early modern European society was often mediated by membership in a group — a town, a guild, a religious order. Those nonconformists who fell outside the dominant groups, whether by conviction, occupation, or circumstance, often constituted communities of their own. This course explores the social and cultural dynamics of Europe in the medieval and early modern period by examining the ways people perceived as deviants were excluded from power, and the consequences of that exclusion and marginalization. The course will also examine what kinds of groups and people were marginalized, and to what extent and how those groups created and sustained their own communities. Some of the groups examined include: lepers, prostitutes, transvestites, heretics, and witches.

**221. The Medieval World: Faith, Power, Order** **Mockridge**

Four credits. Normally offered every other year.

A topical introduction to the European Middle Ages. This course focuses on medieval society and its key institutions and structures of power. In particular, emphasis will be placed on understanding the role of religion, the military, and the hierarchical social class system in shaping the medieval world. While exploring the importance of faith, power, and social order during this time period, this course will also look at the role that gender played in creating this unique medieval world view. The course will cover a range of texts including saints' lives, twelfth-century romance, and films like *Kingdom of Heaven*.

**222. The Uses of Arthurian Legend** **Mockridge**

Four credits. Normally offered every other year.

A topical and chronological approach to the legends of King Arthur from the sixth to the twenty-first century. This course will explore not just the legends of King Arthur, but the ways in which these legends reflect and articulate the changing historical values and ideas of the cultures that have produced and continue to produce them. Why have these stories continued to appeal to writers and audiences over the centuries? What does King Arthur mean to us, and what do we use him to say? This course will cover a range of texts including twelfth-century romance, Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, modern novels like White's *Once and Future King*, and films like Antoine Fuqua's *King Arthur* and Edel's *Mists of Avalon*.

**236. Europe in the Contemporary World** **Matzke**

Four credits.

Introduction to the history of Europe's political, social, economic, and cultural institutions from the late 1800s to the present. The evolution and revolutions in socio-economic forces, political ideologies and forms, and cultural movements that have shaped modern Europe and our Western world will all receive attention. Topics covered will include imperialism and decolonization, classical liberalism and its critiques (including socialism, communism,

and fascism) and evolution toward democracy; causes, conduct, and consequences of the two World Wars and the Cold War; and nationalism in its many forms, among others. Emphasis on primary source readings for insight into different periods, events, and phenomena.

**241. The United States, 1776-1876**

**Blake**

Four credits.

Introduction to the historical analysis of American social and political developments from the Revolution through Reconstruction. Emphasis will be on the impact of social change; changes in political and social values and institutions; and to competing ideas for how to solve the problems that diversity of geography, ideas and beliefs, and social position posed for the new nation.

**242. The United States, 1877-1980**

**Frohardt-Lane**

Four credits.

This course will center on political and social developments in American life from the Gilded Age to the election of Ronald Reagan. Special attention will be paid to such topics as: the rise of corporate America and its impact on politics, family, and popular culture; the development of a Progressive tradition in politics and society; and the increasing involvement of America in international politics.

**262. American Race Relations**

**Blake**

Four credits.

An introduction to the study of the history of the relations between African Americans and European Americans. This course will use primary documents and the work of other historians to examine the main topics in race relation history: slavery; the era of legal segregation; and the Civil Rights movement. Some consideration will also be given to race relations in post-Civil Rights era, including the meaning of the election of an African American president.

**263. Women in American History**

**McGowan**

Four credits.

The relationship between women and American history is one that has undergone many changes, especially in the forty years since the sexual and gender revolution of the 1960s. This course will focus on both the history of women in America and the ways in which that history has been described, debated, and uncovered. To do this, the course will use both conventional and unconventional sources and require students to work on an individual project. Same as WOM 202.

**264. Immigration and Ethnicity in American History**

**Blake**

Four credits.

A survey of some key topics in the history of the formation of America's pluralistic society: the immigration to the United States of peoples from Europe, Asia, and other American societies since the 17th century; the experiences of immigrants and their descendants in the U.S.; changes in attitudes toward immigrants and changes in immigrant policy; and the impact of immigration and ethnicity on U.S. society and culture. Reading and discussion of both primary and secondary historical sources.

**268. Colonial Latin America: Conquerors, Rebels & Slaves, 1400-1700** **Bockelman**

Four credits.

A survey of Latin American history from the expansion of the Aztec and Incan empires in the fifteenth century to the height of Spanish and Portuguese rule in the early eighteenth century. Major topics will include: the dynamics of conquest and colonization; the clash of European, native, and African cultures in the New World; the impact of colonialism and slavery on economic, social, and cultural life; the visual culture of empire; and the changing nature of colonial riots and rebellions. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**269. How Latin America Fell Behind: War & Upheaval, 1700-1900** **Bockelman**

Four credits.

An investigation of the crucial “middle period” in Latin American history, when locals fought for and won their independence from Spain and Portugal, only to experience a long-term decline relative to the United States and Western Europe. The course will seek to explain this paradox by examining the impact of late colonial reforms on the region; the nature, causes, and extent of Latin American independence; the development of caudillismo and other characteristic features of regional politics; the dynamics of war, revolution, race, and nation-building in the nineteenth century; and the cultural dimensions of Latin America’s unique experience of modernity. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**270. Modernizing Latin America: Revolution & Reaction Since 1900** **Bockelman**

Four credits.

An introduction to modern Latin American history from 1900 to the present. We will look at how individual countries (e.g., Mexico, Argentina, Brazil, Bolivia, Cuba) and Latin Americans of various backgrounds (women, men, natives, Africans, mestizos, workers, elites, soldiers, intellectuals) have sought to achieve national integration, economic independence, political stability, social justice, and cultural recognition despite lingering problems of inequality, discrimination, authoritarian rule, uneven development, cultural dependency, and foreign intervention. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**276. Latin America at the Movies: History and Film** **Bockelman**

Four credits.

By exploring the relationship between history, film, and film history, this survey course will examine major developments in Latin American politics, culture, and society, since 1492. Topics will vary, but could include: the conquest and its aftermath; the frontier in Latin American history; Catholicism and creole culture; Latin American revolutions since 1810; the origins of the Latin American film industry; Hollywood and Latin America; city, suburb, and slum in Latin American film; the trauma of dictatorship and state violence; globalization and the new Latin American cinema. Reading and writing intensive. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**281. World History I****Staff**

Four credits.

This course focuses on developing a global perspective and the capacity to appreciate how different cultures have perceived similar historical phenomena. Students will seek to understand the variety of cultures that coexisted and often interacted from the earliest civilizations until 1500. Students seeking a history teaching major will be given preference in enrollment. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 281.

**282. World History II****Staff**

Four credits.

This course focuses on developing a global perspective and the capacity to appreciate how different cultures have perceived similar historical phenomena. Students will look at some of the key themes in world history during the past 500 years, such as world exploration and trade, nation building, education, imperialism, and decolonization. Students seeking a history teaching major will be given preference in enrollment. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 282.

**299. History and Historians****Staff**

Four credits.

Why study the past? How do we know what happened? What counts as a historical event? Whose history should we tell? What does it mean to think historically? This course will introduce students to the major debates about the study of history and the research methods historians use to investigate and reconstruct the past. While learning about the philosophy and politics of historical thinking, the disagreements historians have about how to interpret the past, and the wide variety of approaches to history as a field of inquiry, students will also gain practical research and writing experiences through a series of hands-on assignments designed to highlight the role of archives, primary sources, and historiography in the creation of historical knowledge *Prerequisite: HIS 101 or one 200-level history course.*

**300. Advanced Departmental Studies****Staff**

Variable credit.

Selected subjects in history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. *Open only to sophomores, juniors and seniors.*

**330. Women and Family in Medieval and Early Modern Europe****Mockridge**

Four credits. Normally offered every other year.

This course will focus on gender roles in European history, from the late Middle Ages through the Early Modern era. The course will explore the different roles women and men played within the family as that institution evolved during this time period. The course will also explore the opportunities and restrictions placed on women by the major religious, cultural, and social institutions of the time. The course will examine the impact of class on women's opportunities as well. Different times and places will be highlighted, including 12th century France, 15th century Venice, 16th century Nuremberg, and 17th century Belgium. Same as WOM 330.

**334. Topics in Western Spirituality****Mockridge**

Four credits.

Focusing on Christianity from its early days through the early modern era, this course will explore various topics in western spirituality. Topics include various beliefs and practices, including Gnosticism, mysticism, asceticism, monasticism, pilgrimage, and eucharistic devotion. The lives of various men and women will also be explored, including saints, anchorites and mendicants. Also central to the course is an examination of the use of material objects and artistic images in religious devotion. The course has no prerequisites, but students will find it helpful to have had some background in medieval history and/or Christianity. Same as REL 334 and ART 334.

**335. Renaissance Florence: Politics, Art, and Intellectual Life****Mockridge**

Four credits.

An in-depth study of the Italian Renaissance, focusing on the political, intellectual, and artistic achievements of the city that witnessed the flowering of the Renaissance: Florence, Italy. Among the topics examined will be the political power of the Medici family, key thinkers such as Dante, Petrarch, and Machiavelli, and important works of art such as the Michelangelo's David. Central to this course is the idea that intellectual endeavors and artistic works are a product of the times and reflect the issues and concerns of their political milieu. In exploring these issues, this course will examine both the documents of the time (primary source) as well as recent historical interpretations (secondary sources) of the period. Same as ART 335.

**340. Ripon Local History****Blake**

Four credits.

Research and analysis of topics in the history of Ripon College and the Ripon community based on primary source material found in the Ripon College archives and the Ripon Historical Society. These archives offer a wealth of material about many aspects of the past, including but not limited to: the history of education, the history of college extracurricular and social life: economic, social, and family life in the Midwest, the Ceresco community, and the history of Ripon's role in national political issues especially during the Civil War and World War I eras. There will be a wide opportunity for students to choose areas of study that interest them. Students will also learn firsthand about historical archives, how to work in them, the role archivists play in historical research, and the contributions local history can make to understanding the past. Research will result in analytical papers and/or in editing historical documents. *Open to all sophomores, juniors, and seniors.*

**346. Settlement to Revolution: America, 1600-1783****Blake**

Four credits.

Topics in American Colonial and Revolutionary Period History. The course examines first, the settlement of the colonies and development within them of economic, political, social, and religious institutions and ideas; second, the development of resistance to British rule culminating in the War for Independence. Lectures and discussion of primary source documents and interpretative studies of early America. *Open to all sophomores, juniors, and seniors.*

**347. Slavery and Civil War****Blake**

Four credits.

An in-depth look at slavery in 19th-century America and at the controversies over slavery which led to the Civil War. We will also look at the Civil War experience itself, particularly as it reflects a continuation of prewar social and political issues. We will use primary source documents as well as the work of historians who have interpreted these issues. *Open to all sophomores, juniors, and seniors.*

**351. World War I: Causes, Conduct, and Consequences****Matzke**

Four credits.

The First World War destroyed the 19th-century European world. This course examines the long-term and immediate political, social, and cultural causes of World War I, the disastrous way in which it was carried out, and its revolutionary consequences. Themes to be investigated include the building of nation-states, the shifting balance of power, the diplomatic and military systems of the 19th and 20th centuries, the development of mass mobilization and mass violence, and the global breadth of the war. The course is not confined to the war itself, but is designed to familiarize students with the broad sweep of European history in the late 19th and early 20th centuries and the historiography of the war - that is, the accumulated and various ways in which scholars have examined the war. We will be considering not only military and political/diplomatic history, but cultural and social history as well, since all are necessary for understanding the war. The course has no prerequisites, but students will find it helpful to have had some experience with the basics of modern European history.

**353. British Empire After 1783****Matzke**

Four credits. Usually offered spring semester.

At the height of its power, Great Britain ruled one quarter of the world's population, controlled one fifth of its dry land, and commanded all of its oceans. This course will consider British overseas expansion in all its forms (territorial and otherwise) from the loss of the 13 American colonies through the twentieth century, when Britain "decolonized." We will study the empire as a broad, trans-cultural phenomenon, investigating the history of both imperial Britain itself and its many overseas possessions, looking at conquest, settlement, collaboration, resistance, and cultural exchange. We will also be attentive to the historiography of the empire, recognizing that "the British Empire" has had different meanings at different times, and using primary and secondary sources to think about the nature of imperialism, economic connections, culture, race, modernity, and "globalization." There are no prerequisites for the course, but students will find it helpful to have taken some modern European or world history. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**354. Modern Germany****Matzke**

Four credits.

This course examines Germany from its unification in 1871 to the present. It will explore the unification process and its consequences for the character of the new German state, and it will examine Germany's role in World War I. It will also discuss the consequences of the peace, including revolution, economic collapse, and the rise of National Socialism. The course will cover Germany in World War II and the Nazi perpetration of the Holocaust, and it will compare the experiences of East and West Germany as they are created following the war. It will end by exploring the fall of communism in East Germany after 1989 and the continuing effects of the hurried reunification process. The class will tend to focus more on political and diplomatic history, but cultural and social history will play a part as well. The course has no prerequisites, but students will find it helpful to have some experience with the basics of modern European history. Knowledge of the German language is not necessary.

**360. Topics in African American History****Blake**

Variable credit.

Intensive study of one aspect of the African American experience. Emphasis on reading, discussion, and analysis of key secondary and primary sources. Possible topics include: the urban experience, slavery, the intellectual and cultural tradition, the Civil Rights Movement. Students may repeat course for credit when topics change.

**362. Topics in History of the Modern Middle East** **Matzke**

Four credits.

This course will discuss topics in the modern Middle East since the beginning of the 19th century. It is designed to provide an understanding of the historical roots of many present concerns. Topics may include reform efforts to meet the European challenge; the Middle Eastern experience with colonialism and imperialism; the rise of Arab nationalism, Jewish Zionism, and nation building; Iran's place in the region and the Islamic Revolution there; development strategies of socialism and capitalism; the Israeli-Palestinian conflict; the impact of oil; modernism and traditional societies; Islam and its forms; and Iraq. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. *First-year students with permission of instructor only.*

**370. Topics in American Social and Cultural History: Film** **McGowan**

Four credits.

This course will employ a number of approaches to the subject of film and history. Some of the more important emphases will be: 1) history of film as an entertainment medium and cultural phenomenon; 2) exploration of the relationship between social realities and cinema messages; and 3) the significance of specific genres e.g. musical, westerns, screwball comedies, film noir, war films. Throughout we will consider ways to view films, read about films and evaluate films for content of interest to historians.

**371. American Lives: Biographical and Autobiographical Approaches to American History** **McGowan**

Four credits.

From the Puritan era to the present, Americans have been self-conscious about their own personal identities and experiences and concerned about the relationship between individual lives and the national identity. This course will use autobiography, biography, literature, film, and journalism to explore the connection between particular life stories and larger themes in American history such as: the definition and importance of success for Americans; the relative importance of the public and private in American life; the role gender, race, ethnicity and region have played in shaping individual stories and perceptions; and the mythic qualities often attributed to the life stories of Presidents. This course carries a heaving reading list and is discussion-based.

**372. Topics in Twentieth Century American History** **McGowan**

Four credits.

This course will focus intensively on a particular time period in twentieth century American history, for example, America between the Wars (1920-1940); the Progressive Era (1900-1920); or the 1980s. We will use a variety of sources and approaches to examine the political, social, and cultural significance of the period. Students may repeat course for credit when topics change.

**375. United States and Latin America** **Bockelman**

Four credits

The United States and its Latin American neighbors share much more than a common border or hemisphere. Their histories have been intertwined for nearly four centuries, producing frequent comparisons, contrasts, collaborations, and conflicts. This course will examine the many-sided relationship between Latin America and the U.S. from the late 18th century to the present, with a focus on three themes: how North Americans and Latin Americans have defined themselves in relation to one another; how diverging paths of economic development

have stimulated various forms of U.S. imperialism and Latin American nationalism; and how global concerns have shaped the history of diplomatic relations within the western hemisphere. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

### **377. Dirty Wars in Latin America**

**Bockelman**

Four credits.

This course will explore the origins, process, and aftermath of military rule in twentieth-century Latin America, with emphasis on events in Argentina, Brazil, and Chile during the 1970s and 1980s. Topics to be discussed include: the role of the armed forces in modern Latin American politics; guerrilla warfare and counterinsurgency operations; social life under the military; torture and disappearances; the struggle for human rights; and the on-going political and cultural effects of the “Dirty Wars” era. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

### **401. The Teaching of the Social Studies**

**Staff**

Two credits.

Methods of teaching courses in the social studies in the secondary schools. The course does not count toward the major. Required for teacher licensure in history and the social studies.

### **480. Preparation for Senior Seminar**

**Staff**

One credit. Fall term.

A preparation for HIS 490. Students and instructors will: 1) open a discussion about the purposes and goals of historical study; 2) discuss goals for senior seminar; 3) select topics and main sources for the senior seminar paper; 4) begin discussion of the larger historical and intellectual framework of seminar topics. There will be some meetings of the whole class, but much of the work will be done in individual meetings. This course is required for the history major. (This requirement may be waived with permission of the department if a student is on an off-campus program when the course is offered.) *Open only to senior history majors intending to take HIS 490 the following semester.*

### **490. Senior Seminar: Historical Research and Writing**

**Staff**

Four credits.

Students will select and work on individual research projects and complete a paper by semester's end. Required of all history majors. *Open only to senior majors.*

### **540. Independent Study in History**

**Staff**

Variable credit.

For exceptional students. Students with individual study and research interests may request credit for projects of their own design. They must first submit an outline of their program of studies to a member of the department faculty who will act as a guide. Approval of the project must be obtained prior to registration for the credit. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 20 hours of study in history completed.*

**550. Internship****Staff**

Variable credit. May be repeated for credit to a maximum of eight credits.

Professionally supervised work with an organization engaged in historical research, the organization of archives, or the preservation or restoration of artifacts. Students will work with a faculty member to find an appropriate organization and arrange for the internship and for its evaluation. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.*

**570. Classroom Presentation of Undergraduate Research****Staff**

Variable credit.

For exceptional students. The opportunity to prepare and present materials of study where appropriate in the regular courses of the department's curriculum. This course is available only to those students who have demonstrated exceptional achievement in their undergraduate studies in history and are selected for eligibility by the department faculty at the end of the junior year of study or after the first semester of the senior year.

**580. Classroom Leadership in the Discussion of History****Staff**

Variable credit.

For exceptional students. The opportunity to prepare and lead discussion of historical topics or themes where appropriate in the regular courses of the department's curriculum. This course is available only to those students who have demonstrated a superior capacity for participating in and directing discussion of significant historical materials in a mature manner and who are selected for eligibility by the department faculty at the end of the junior year of study or after the first semester of the senior year.

## Interdisciplinary Studies

**110. Topics in Interdisciplinary Studies****Staff**

Variable credit course, 1-4 credits each semester.

Special subjects not covered by regular courses. This course may be repeated as the topic changes. Please see the pertinent Schedule of Courses for the listing of topics courses. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information..

**113. Introduction to Community Engagement****Staff**

One credit.

This course surveys the essentials of community engagement through the lens of local and global social justice. Students will explore the process of engagement through identification of community need, asset mapping, and models of service through personal, social and community constructs. Students will participate in a community engagement project during the semester. Grading is Pass-Fail.

**114. Service Learning Theory and Practice****Staff**

One credit.

This course introduces students to the theory and pedagogy of service-learning. Students study the history of service-learning in secondary and post-secondary contexts, examine service-learning methods employed by educators in varied disciplines, and identify new ap-