History

History Program Coordinator
Dr. Joseph Jastrzembski | email: joseph.jastrzembski@minotstateu.edu

History Program Mission
We prepare graduates to appreciate, craft, and practice history.

Welcome!
History at Minot State University prepares students for diverse careers in Education, Law, Public Service, Consulting, and many other areas. Whichever major a student chooses (the Bachelor of Arts / BA or the Bachelor of Science in Education / BSEd) the core history coursework is identical. The key difference is in the supplemental coursework outside the major: BA students select a minor and concentration, while BSEd students complete professional education coursework instead of a minor, and they select one or more support areas instead of a concentration.

Students also are encouraged to pursue history as a complement to other majors. Those interested in declaring a history minor or concentration should visit with any history faculty member.

The History Program maintains a web page with additional information about the program: http://www.minotstateu.edu/history/.

History Program Goals and Outcomes

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>To study and demonstrate understanding of history subject matter and methodology through such perspectives as globalism, multiculturalism, gender, and ethnicity.</td>
<td>Department faculty include these themes throughout the history curriculum; history majors will encounter them continually in their academic career. To ensure a more comprehensive understanding of global or multicultural themes of all history majors and an understanding of non-Western history and culture, majors must distribute their course work among the areas of American, European and non-Western history. The department also offers courses specifically focused on women’s history, Native American history, and African American history.</td>
</tr>
<tr>
<td>To study and demonstrate familiarity with historical content for a variety of periods and places.</td>
<td>All majors must take courses in American, European and non-Western history. These courses variously address culture, society, government, change and continuity across time.</td>
</tr>
<tr>
<td>To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis to specialists and to the broader public.</td>
<td>Persuasive writing is a primary objective of our department. Majors are introduced to critical thinking and writing as soon as they enter a 100 level course, and refine these skills in all successive courses, as they are called upon to render valid historical judgments in class discussions, oral presentations, examination essays, and research papers. Majors develop skills to present and support persuasive arguments.</td>
</tr>
<tr>
<td>To analyze and interpret primary and secondary sources in the service of historical methodology.</td>
<td>Analysis of primary and secondary sources figures prominently in history courses at MSU. Initially, students in survey courses are exposed to and become familiar with individual documents and excerpts; intermediate level courses require more extensive contact with primary documents such as novels, memoirs, speeches, and film. In addition, these courses include substantial work with secondary source monographs. Advanced level research courses expect extensive work and analysis of primary and secondary sources. This is critical for students if they seek to research topics for themselves and form their own interpretations.</td>
</tr>
<tr>
<td>To evidence ability to become informed on historiographical issues, through the use of standard and current journals, books and reviews.</td>
<td>Students must be able to locate and use standard works of history. They must also be able to ascertain the trends in the profession by reading current books, book reviews, and professional journals. This goal is a central component of our practice and method course (280), but it is also firmly tied into all of our elective courses. Moreover, students will learn that the writing of history is conditioned by the period and society which produces it.</td>
</tr>
<tr>
<td>To develop and demonstrate a sense of chronology, change, and continuity as they pertain to history.</td>
<td>History courses emphasize the importance of student understanding of the dimension of time and change in human existence. A sense for the crucial relationship of the past to the present is emphasized in each course.</td>
</tr>
</tbody>
</table>

Bachelor of Arts With a Major in History

General Education
General Education courses 38-40
Required Core

**Introductory Courses**

- Survey
- Survey or 200-level course
- Survey or 200-level course

**Historical Methodology**

- HIST 280 Practice and Method

**History Electives**

Seven history electives are required. One must be a 400-level seminar. One elective must focus geographically on the United States (US), one on Europe (EU), and one on non-western history (NW). Check course description for category codes. No more than two electives can be at the 200 level and no elective can be a general education survey course.

**Geographical (US/European/non-Western) See Regional Elective Lists for details.**

- US
- EU
- NW

**Distributed**

- Elective
- Elective
- Elective
- Elective

**Historiography: Capstone**

- HIST 401 Historiography
- HIST 097 History/Social Science Portfolio

**Additional Degree Requirements**

- 2.0 GPA required in the major for graduation.

**Second Major or Minor and/or Concentration(s)**

Major, Minor and/or Concentration (33 -36 credits)

**Electives**

Elective courses to reach at least 120 credits for graduation. 10-13 credits depending on the second major, minor, or concentration(s).

**Total Hours**

120-122

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**Bachelor of Science in Education With a Major in History**

**General Education**

**General Education Courses**

Must take PSY 111 as one Social Science General Education elective. The other Social Science General Education elective must come from the General Education courses found in the Core Social Science Support area choices (see category below). This course will determine the student's core area specialization.

**Required Core**

**Introductory Courses**

- (Survey used for General Education may not be repeated here.)
- Survey
- Survey or 200-level course
- Survey or 200-level course

**Historical Methodology**

- HIST 280 Practice and Method

**History Electives**

Seven history electives are required. One must be a 400-level seminar. One elective must focus geographically on the United States (US), one on Europe (EU), and one on non-western history (NW). Check course description for category codes. No more than two electives can be at the 200 level and no elective can be a general education survey course.

**Geographical (US/European/non-Western) See Regional Elective Lists for details.**

- US
- EU
NW

**Distributed**

- Elective
- Elective
- Elective
- Elective

**Historiography: Capstone**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>HIST 401</td>
<td>Historiography</td>
</tr>
<tr>
<td>HIST 97</td>
<td>History/Social Science Portfolio</td>
</tr>
</tbody>
</table>

**Social Science Support Courses**

Select at least ONE area (Geography, Political Science, Economics) and complete 12 credits. BSE students may complete additional areas (12 credits each) for certification in those areas.

**NOTE:** ESPB requires 12 credits in each selected support area. 3 of these credits are taken as Social Science General Education (see above). The remaining 9 credits complete the selected area for a total of 12 credits. Area specific course requirements:

- **ECON:** 201, 202, and any two advanced ECON electives
- **GEOG:** 110 and any three advanced GEOG electives
- **POLS:** 115, 116, 220, and one upper level POLS elective

**Professional Education Sequence**

**Elective Courses**

- May be Taken Before Admission to Teacher Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED 260</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>ED 260L</td>
<td>Clinical I</td>
</tr>
<tr>
<td>ED 282</td>
<td>Managing the Learning Environment</td>
</tr>
<tr>
<td>ED 282L</td>
<td>Clinical II</td>
</tr>
<tr>
<td>ED 284</td>
<td>Teaching Diverse Learners</td>
</tr>
<tr>
<td>ED 284L</td>
<td>Clinical III</td>
</tr>
<tr>
<td>ED 320</td>
<td>Curriculum, Planning &amp; Assessment I</td>
</tr>
<tr>
<td>ED 321L</td>
<td>Clinical IV</td>
</tr>
<tr>
<td>ED 322</td>
<td>Curriculum, Planning, and Assessment II</td>
</tr>
<tr>
<td>ED 323L</td>
<td>Clinical V</td>
</tr>
<tr>
<td>ED 324L</td>
<td></td>
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<tr>
<td>PSY 255</td>
<td>Child &amp; Adolescent Psychology</td>
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<tr>
<td>or PSY 352</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>SPED 110</td>
<td>Introduction to Exceptional Children</td>
</tr>
<tr>
<td>SS 283</td>
<td>Ethnic and Cultural Diversity in America</td>
</tr>
</tbody>
</table>

**Admission to Teacher Education Required**

- Technology in Teaching
- Secondary History/Social Science Teaching Methods
- Secondary Hist/Soc Sci Practicum
- Student Teaching, Secondary (and ED 483)

**Total Hours**

121-123

**Additional Program/Degree/Graduation Requirements**

- Admission and Retention to Teacher Education has special requirements. Please see Teacher Education Policies and Procedures (http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures) for further information.

- **History Portfolio**
  - Completion of history portfolio required for graduation. For more information on portfolio requirements go to http://www.minotstateu.edu/history/.

- **Graduation Requirements**
  - History BSEd majors must take the appropriate PRAXIS II content area exam and the PLT exam. Their official scores must be reported to the university before graduation. (Graduation requirements do no mandate specific scores on these exams, but the North Dakota Teacher licensure requirements do. These include successful PRAXIS II content area and PLT exams. For more information go to http://www.minotstateu.edu/history/)
  - 2.5 GPA required in major for graduation.
• Please see Teacher Education Policies and Procedures (http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures) for additional information.

History Minor (Non-Teaching)

Take 21 credits in HIST courses

At least two courses in the minor need to be taken at the 300-400 level
At least one non-General Education course on American History 3
At least one non-General Education course on European History 3
At least one non-General Education course on non-Western History 3
Additional history courses to reach 21 credits total 12

Total Hours 21

History Minor (Teaching)

Surveys
Select four of the following six courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
</tr>
<tr>
<td>HIST 103</td>
<td>US History to 1877</td>
</tr>
<tr>
<td>HIST 104</td>
<td>US History from 1877</td>
</tr>
<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
</tr>
<tr>
<td>HIST 212</td>
<td>World Civilizations Since 1500</td>
</tr>
<tr>
<td>HIST 215H</td>
<td>Modern World Origins</td>
</tr>
</tbody>
</table>

Electives
Non-General Education History electives at the 200-400 level. At least 2 courses must be at 300-400 level. 9
One U.S. History elective
One European History elective
One non-Western History elective

Teaching Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 391</td>
<td>Secondary History/Social Science Teaching Methods</td>
</tr>
<tr>
<td>SS 398</td>
<td>Secondary Hist/Soc Sci Practicum</td>
</tr>
</tbody>
</table>

Total Hours 25

History Concentration

Select 12 credits of survey and advanced coursework. No more than 6 credits can come from survey courses: 12

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
</tr>
<tr>
<td>HIST 103</td>
<td>US History to 1877</td>
</tr>
<tr>
<td>HIST 104</td>
<td>US History from 1877</td>
</tr>
<tr>
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<tr>
<td>HIST 212</td>
<td>World Civilizations Since 1500</td>
</tr>
<tr>
<td>HIST 215H</td>
<td>Modern World Origins</td>
</tr>
</tbody>
</table>

Non-survey History courses to reach 12 total credits

Total Hours 12

Regional / Geographic Distribution for History BA and BSE students

History BA and BSE majors must take one course in each of the following geographic distribution areas: European (EU), Non-Western (NW), United States (US). In addition to the courses listed, the department also offers a variety of special topics and topical seminars that satisfy the EU/NW/US requirements. Please contact the History Coordinator for more information.

EU Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 243</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>HIST 244</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>HIST 342</td>
<td>The Age of the Vikings</td>
</tr>
<tr>
<td>HIST 343</td>
<td>The Medieval Church</td>
</tr>
<tr>
<td>HIST 347</td>
<td>The Making of Modern Europe</td>
</tr>
<tr>
<td>HIST 350</td>
<td>Europe in 20th Century</td>
</tr>
<tr>
<td>HIST 351</td>
<td>The Mediterranean World</td>
</tr>
<tr>
<td>HIST 352</td>
<td>Medieval &amp; Early Modern Women</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Crusades</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Modern France and Francophone Society</td>
</tr>
</tbody>
</table>

Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.

**NW Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 206</td>
<td>Islam and the Muslim World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 227</td>
<td>History of Vietnam</td>
<td>3</td>
</tr>
<tr>
<td>HIST 231</td>
<td>History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 240</td>
<td>History of Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIST 337</td>
<td>Imperialism in Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIST 351</td>
<td>The Mediterranean World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 380</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIST 385</td>
<td>History of Brazil</td>
<td>3</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Comparative Slavery in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Crusades</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.

**US Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 203</td>
<td>Modernization of Early America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 220</td>
<td>North Dakota History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315</td>
<td>History of American Women</td>
<td>3</td>
</tr>
<tr>
<td>HIST 319</td>
<td>Colonial America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 320</td>
<td>The Early Republic</td>
<td>3</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Sectionalism and the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HIST 328</td>
<td>The Transformation of America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 336</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>Native American Social History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 410</td>
<td>Trans-Mississippi West</td>
<td>3</td>
</tr>
<tr>
<td>HIST 415</td>
<td>20th Century America</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.

**Courses**

**HIST 95. Intercultural Experience. 0 Hours.**

History 095 creates and/or facilitates intercultural and/or interpersonal experiential opportunities for students. Students will participate in an experience that requires thoughtful and demonstrated engagement.

**HIST 97. History/Social Science Portfolio. 0 Hours.**

Students should register for this course in the semester they intend to submit their portfolio for their History BA, History BSEd, or Social Science BSEd degree.

**HIST 101. Western Civilization I. 3 Hours.**

A survey of the political, intellectual, social and economic trends of Western Civilization from the Classical Age of the French Revolution. (General Education History Survey).

**HIST 102. Western Civilization II. 3 Hours.**

A survey of the political, intellectual, social, and economic trends of Western Civilization from the French Revolution to the present. (General Education History Survey).

**HIST 103. US History to 1877. 3 Hours.**

Survey of U.S. history from Colonial period to the end of Reconstruction. (General Education History Survey).
HIST 104. US History from 1877. 3 Hours.
Survey of U.S. history from the end of Reconstruction to present. (General Education History Survey).

HIST 203. Modernization of Early America. 3 Hours.
This course will introduce students to the major developments in American social, intellectual, and cultural history from discovery through the Civil War. The focus of the course will be on the concept of modernization; why, when, and how was life in America evolving toward those characteristics we consider part of modern life? Central topics will include cultural interaction, daily life, the development of a new society, American exceptionalism, the evolution of American intellectual thought, democratization, social movements, and the development of an American literature. US.

HIST 206. Islam and the Muslim World. 3 Hours.
This course introduces students to the history and culture of the wider Muslim world. In this course we will study three aspects of Islam and the Muslim World: Islam as a religion, the 1,400 year history of Muslim civilization in all its diversity, and Islam today. NW.

HIST 211. World Civilizations to 1500. 3 Hours.
A survey of the history of world civilizations to 1500. (General Education History Survey).

HIST 212. World Civilizations Since 1500. 3 Hours.
A survey of the history of world civilizations since 1500. (General Education History Survey).

HIST 215H. Modern World Origins. 3 Hours.
A seminar in the origins of the modern world. Class time will emphasize student discussion of assigned relevant historical sources, both primary and secondary. In addition, there will be extensive and varied writing assignments. Honors Program admission of 3.30 cumulative GPA and permission of the instructor is required. (General Education History Survey).

HIST 219. Environmental History. 3 Hours.
This course is an introduction to the field of Environmental History. It will explore the relationship between people, communities, resources and the environment in the past and will study examples from the U.S., Europe, and other parts of the world. Students will use secondary literature and primary-source case studies to study major environmental themes related to conservation, resource management, land use, development, water, and pollution. Upon completion students will demonstrate understanding of the scope and depth of environmental issues in world history, of the methods historians have developed to approach such questions, and of major case studies related to rural and urban experiences.

HIST 220. North Dakota History. 3 Hours.
This course surveys the history of North Dakota, amid its broader geographic region, from prehistoric times to the present. Course topics examine the environmental, social, economic, cultural, and political development of the state and its people. US.

HIST 227. History of Vietnam. 3 Hours.
This course surveys the history of Vietnam from its formation to the late twentieth century. Topics covered include Vietnam's cultural and historical origins, its place in South-East Asia, colonization under the French, the experience of WWII, the French and American wars in Vietnam, and Vietnam since the 1970s. NW.

HIST 231. History of Latin America. 3 Hours.
Survey of the countries below the Rio Grande from pre-Colombian times to the present. Special attention to continuity of Native American culture, colonial legacies, identity, gender roles, revolutions, relations with the U.S., and land and income distribution. NW.

HIST 240. History of Africa. 3 Hours.
Africa has a wide variety of cultures and peoples. In this survey, we will study civilizations in as different areas as the Egyptian Nile, the Malian savanna, the Congolian rainforest, and East Coast Swahili traders. Topics include ancient Egypt, Islam, European colonialism and its consequences, apartheid, women, and kinship. NW.

HIST 242. Ancient European Worlds. 3 Hours.
This course surveys Europe's prehistory and antiquity from the agricultural revolution of the Neolithic until the fall of the Western Roman Empire in 476 CE. It explores the political organization, social institutions, economies, religions, art, and cultures of both the "classical" civilizations of Greece and Rome and the Celts, the Minoans, the Mycenaeans, the Etruscans, and other civilizations that developed in and shaped the ancient European region. EU.

HIST 243. Medieval Europe. 3 Hours.
This course surveys Western, Central, and Eastern Europe from the break-up of the Western Roman Empire in the fifth century through the Renaissance in the fifteenth century. It examines both the history of and popular ideas about the European Middle Ages, including discussion of such topics as knights and violence, race and antisemitism, women's social and political roles, and political and religious conflict. EU.

HIST 244. Renaissance and Reformation. 3 Hours.
This course surveys the significant political, social, cultural, and religious issues of the European Renaissance and Reformation. It discusses the rise of Italian city-states and their artistic and intellectual developments, the ideas of the Reformation as developed by Martin Luther and others, and the social and political consequences of those ideas including the religious wars of the sixteenth and early seventeenth centuries. EU.
HIST 251. Introduction to Public History. 3 Hours.
The purpose of this course is to introduce students to public history, which is often simply defined as the practice of history outside of the classroom, produced for a non-academic audience. This simple definition belies complicated fundamental issues, such as what role the public audience does and should play in the determination of what issues are of historical concern, and how they should be handled. Starting with consideration of what public history is, and what are its purposes and basic questions, the class will then work on developing some of the basic skills that public historians need. Students will speak with and, in some cases, shadow current professionals in the field. They will be introduced to sources of historical information available in the local community and organizations of value to public historians. Ultimately, students will utilize the ideas and skills that they develop during the semester as they undertake a local historical research project that will culminate in a public presentation.

HIST 261. American Indian History. 3 Hours.
A survey of American Indian history from pre-contact to the present, providing an overview of major trends and developments. US.

HIST 280. Practice and Method. 3 Hours.
This colloquium introduces students to the tools, research, and writing methods, resources and theoretical approaches required in upper level history courses. It includes a semester-long student-initiated research project that will allow students to refine their skills. The course also features discussion of reading that illustrate a wide variety of historical approaches and methods. To be taken upon declaring a major in history or social science.

HIST 299. Special Topics in History. 1-8 Hour.
These are flexible courses that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Prerequisites may apply. (Depending on topic, course may be categorized as a NW, EU, or US).

HIST 315. History of American Women. 3 Hours.
The experience of women in American history, with emphasis upon the continual change in women's roles and differences brought about by region, ethnicity, and economic class. Prerequisites: any general education history survey or consent of instructor. US.

HIST 319. Colonial America. 3 Hours.
Traces the development of the colonies from the time of European exploration and early English colonization to the confrontations between Britain and America in the 1760s and 1770s. Prerequisite: any general education history survey or consent of instructor. US.

HIST 320. The Early Republic. 3 Hours.
Study of the social, intellectual, political, and diplomatic forces, issues, and personalities in America's formative (1781-1824) years. Prerequisite: any general education history survey or consent of instructor. US.

HIST 325. Sectionalism and the Civil War. 3 Hours.
Traces the rise of sectionalism as a force on ante bellum America leading to the Civil War. Prerequisite: any general education history survey or consent of instructor. US.

HIST 328. The Transformation of America. 3 Hours.
Study of industrialization, urbanization, and immigration in America from 1865 to 1901, focusing on the social, political and international consequences of and reaction to economic change. Prerequisite: any general education history survey or consent of instructor. US.

HIST 336. African American History. 3 Hours.
Examines the history of African Americans in American society from 1619 to the present, including the West African cultural context, cultural retentions and changes in the American environment, and the emergence of cohesive African American culture. The course pays special attention to the ideas, contributions, and changing roles of African Americans within American society, economy, culture, and politics. Prerequisite: any general education history survey or consent of instructor. US.

HIST 337. Imperialism in Asia. 3 Hours.
Models of western imperialism will be contrasted with those developed by Japan and China to develop a comparative study of political, cultural, and social developments in Japan, Indochina, China and other Asian countries. Recent trends and relationships with the West will be emphasized. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 341. Roman Republic and Empire. 3 Hours.
This course explores in detail the history of Rome from the foundation of the city in the ninth century B.C.E. through the fall of the western part of the Roman Empire in 476 C.E. Topics discussed include Roman Republican institutions, imperial expansion, the creation of the Roman Empire, the foundation and development of Christianity, and the lasting influence of Rome on European politics and culture. Prerequisite: any general education history survey or consent of the instructor. EU.

HIST 342. The Age of the Vikings. 3 Hours.
This course looks not only at the "Viking Age" circa 780-1070 CE but also at the origins of the Vikings and their cultural contexts and legacies. It discusses Scandinavian society from late antiquity through the Middle Ages, exploring social structure, gender ideas and relations, religion and mythology, technology, politics and war, literature, and art. This course details Viking raids, expansion, and integration throughout Europe and examines modern literature and media to discover what "Viking" came to mean long after the Viking Age ended. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 343. The Medieval Church. 3 Hours.
This course examines the Christian church and Christendom from its beginnings in the Roman Empire through the eve of the Protestant Reformation. It examines the history and institutions of the church, including monasticism, the papacy, church-state conflicts, East-West divisions, medieval philosophy and theology, mysticism, popular religion, and the Crusades. Prerequisite: any general education history survey or consent of instructor. EU.
HIST 347. The Making of Modern Europe. 3 Hours.
A thematic study of Europe during the age of the industrial and social revolution, 1815-1919. This course compares major social and cultural trends across a variety of European nations. Prerequisite: any general education history course or consent of instructor. EU.

HIST 350. Europe in 20th Century. 3 Hours.
A detailed consideration of the main political, intellectual, social, and economic trends of 20th century Europe. Prerequisite: any general education history course or consent of instructor. EU.

HIST 351. The Mediterranean World. 3 Hours.
This course explores the development and interactions of the many Bronze Age and Iron Age civilizations and peoples of Africa, Asia, and Europe who were connected by the Mediterranean Sea. Those studied include the Egyptians, Minoans, Mycenaeans, Assyrians, Hebrews, Phoenicians, Persians, Greeks, and Romans. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 352. Medieval & Early Modern Women. 3 Hours.
This course examines the lives of European women from the beginning of the Middle Ages through the early seventeenth century. It explores the use of gender as a category for historical interpretation as it investigates women's (and men's) identities, agency, and power in the household, the court, the Church, and the marketplace. While this course does examine the lives of famous women, it primarily seeks to reveal the lives, thoughts, feelings, and experiences of all European women over the course of eleven centuries. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 353. Great Plains Indian History. 3 Hours.
Study of the culture and history of the Indian peoples of the Great Plains. Prerequisite: any general education history survey or consent of instructor. US.

HIST 364. Explorers and Encounters. 3 Hours.
This course is about early modern explorers and the lands and peoples they encountered. The course reflects on explorations and encounters by European explorers as they marveled and interpreted the peoples and lands they met. The class encompasses the Atlantic, Indian Ocean, and the Pacific and changes over time from the late 15th through the 18th centuries, as attitudes changed and perceptions of the other modified. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 365. Peoples & Cultures of Native North America. 3 Hours.
The course surveys the major culture areas of North America prior to contact with Europeans. In each region particular attention is given to one group or nation to highlight cultural adaptations and development. Prerequisite: any general education history survey or consent of instructor. US.

HIST 380. History of Mexico. 3 Hours.
Mexico and the U.S. are entering into an ever closer relationship, but their histories are quite different. This survey outlines the Mexican past from pre-Colombian to modern times. We will focus on one area (the Andes or Mesoamerica) and study a wide variety of topics such as: conquest, colonialism, religion, gender, protests, and ecology. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 385. History of Brazil. 3 Hours.
Brazil is more than carnaval alone, but that is a fundamental aspect of the largest South American society. In this course, we will examine Brazilian history and society from a wide variety of angles. The country is very diverse: from the Amazon rainforest where native peoples still live in isolation, to the Sao Paulo metropolitan area that can compete with any Western country as to modernity and industrial development. Brazil is a country full of contrasts: optimistic but sad, dancing sambas but violent. In the course we will examine Brazil's past and how this contributed to the country's present social, economic, political, and cultural situation. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 392. Experimental Course in History. 3 Hours.
This is an experimental course that may be taught department needs. The design of the course is to allow the instructor to test and assess content and methodology that may become a permanent part of a department's course listings. Prerequisites: any general education history survey or consent of instructor. Depending on topic, course may be categorized as a NW, EU, or US.

HIST 394. Independent Study General Hist. 1-4 Hour.
Depending on topic, course may be categorized as NW, EU, or US. Must have instructor consent.

HIST 399. Readings in History. 1-3 Hour.
Study and discussion of readings in history. Specific topic will be arranged with the instructor. Prerequisite: consent of instructor. Depending on topic, course may be categorized as a NW, EU, or US.

HIST 401. Historiography. 3 Hours.
A course to consider both the philosophy or theory of history as well as the mechanics of "doing" history. Prerequisites: any general education history survey or consent of instructor.

HIST 410. Trans-Mississippi West. 3 Hours.
An in-depth look at the impact of this region on the development and growth of America. Prerequisites: any general education history survey or consent of instructor. US.

HIST 415. 20th Century America. 3 Hours.
A seminar focusing on a particular theme or time period of 20th century American history. A specific focus will be selected each time the course is offered. Prerequisites: any general education history survey or consent of instructor. US.

HIST 430. Native American Social History. 3 Hours.
Seminar examining the different social experiences of Native peoples in North America. Topics include, among others, historical demography, gender, intercultural relations with the U.S. Prerequisites: any general education history survey or consent of instructor. US.
HIST 434. History and Multimedia. 1-3 Hour.
This course is designed to teach students to transform the content of a traditional seminar paper into a variety of multimedia formats. It introduces students to current digital tools, explores design issues and organizational strategies, and considers how to design presentations for varied audiences such as museums, children and schools, internet users, portable device users, and senior populations. No technical background is required, although students will need to have completed a 300 or 400 level history research paper to use as the raw material for this course, or they must co-enroll in a 300 or 400 level history class that requires such a paper.

HIST 436. Piracy, Smuggling, and Corruption. 3 Hours.
In this course students will study morals and values in their colonial Latin American contexts, how they are construed and how historians and contemporaries have interpreted them. We will do this by examining the most controversial peoples in these societies, from prostitutes to pirates, from slaves to men and women of ill repute. This promises to be a voyage of discovery of the other and of the self. Prerequisites: any general education history survey or consent of instructor. NW.

HIST 440. Comparative Slavery in the Americas. 3 Hours.
North and South America have different experiences with slavery. In this seminar we will compare and contrast the African impact on both continents, especially in Brazil and the United States. Some topics that we will study are the slave trades, runaway slave societies, the Haitian revolution, African religions, race relations, gender roles, families, and the meanings of freedom. Prerequisites: any general education history survey or consent of instructor. NW or US.

HIST 441. The Early Middle Ages. 3 Hours.
This seminar focuses on Late Antiquity and the Early Middle Ages, the period from the late fourth through the late tenth centuries C.E. during which the Western Roman Empire was replaced by the individual kingdoms and principalities of medieval Europe. Participants will research the history and historiography of this period, which includes the "barbarian invasions" of Rome and the fall of the Western Roman Empire, the rise of the Roman Church, the transition from Classical to medieval philosophy, the establishment of the Carolingian and Holy Roman Empires, and the foundation of medieval European political, social, and economic systems. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 442. The Crusades. 3 Hours.
This seminar explores the period of the Crusades from its inception in the late eleventh century through its demise in the later Middle Ages. It looks at the development of the religion of Islam and of Muslim political states, the wars of the Crusades, the creation of the Crusader States, and conflict and cooperation among Christians, Jews, and Muslims in Asia and North Africa. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 460. Modern France and Francophone Society. 3 Hours.
An in-depth seminar on the major themes of modern French history from 1750 to the present. Prerequisites: any general education history survey or consent of instructor. EU.

HIST 491. History Seminar. 3 Hours.
An advanced seminar in history with a major paper requirement. Prerequisite: any general education history survey or consent of instructor. Depending on topic, course may be categorized as NW, EU, or US.

HIST 494H. Independent Study Honors Hist. 1-8 Hour.
Depending on topic, course may be categorized as a NW, EU, or US. Prerequisite: consent of instructor.

HIST 497. Internship. 1-6 Hour.
Placement in applied public history setting for practical experience. Prerequisite: HIST 280 and consent of instructor. Repeatable for credit.

HIST 499. Special Topics in History. 1-8 Hour.
This is a flexible course that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Prerequisites may apply. Depending on topic, course may be categorized as a NW, EU, or US.