**Spring 2022**

**HIS 305**

**HIS 305**
**H001**
**Survey of Modern Asia**
**Dr. Kenneth Swope**
**T/Th 2:30 – 3:45**

This course covers the history of Asia from 1600 to the present, treating topics ranging from the establishment of the Ming & Mughal dynasties to the rise and spread of Western & Japanese Imperialism through World War II and the subsequent era of decolonization and economic and political rejuvenation.

**HIS 310**

**Latin American History**
**Dr. Matt Casey**
**TTH 11:00-12:15**

Hattiesburg (2613)
Gulf Park-IVN (5343)

Latin American History will explore the social, political, cultural and economic history of the region from pre-Columbian times to the present. The class will provide broad overviews of various time periods before zooming into case studies about specific countries and peoples' lived experiences. There are no pre-requisites for the course and no prior knowledge of Latin American history is required. This course will use open access reading materials and no-cost books.

This course is also available on the Gulf Park campus for History Licensure majors through IVN.

**HIS 375**

**Economic History of the United States**
**Dr. Max Grivno**
**T/Th 9:30-10:45AM CHAT ONLINE**

This course offers a broad overview of American economic history from the colonial period through the dawn of the twenty-first century. There are many ways to teach economic history—none of them can be comprehensive in their coverage of events, ideologies, or interpretive schools. Stated differently, we have to make choices about what we teach and about the methodologies we will use to examine the nation’s economic history. Although I attempt to cover a broad swath of American economic history, we will not be examining some topics (like the effects of regulatory regimes) in detail. Likewise, my approach to economic history is not heavily influenced by quantitative analysis. Rather, I am interested in the interplay—the connection—between larger economic transformations and the people who live on the lowest rungs of the economic ladder. We will read about Alexander Hamilton’s economic vision for the Republic, but we will also look at the beggars and day laborers who scratched out livings in the young nation’s cities. Similarly, we will read about America’s rapid economic and geographic expansion in the 1830s, but will also consider what that meant for the enslaved people who picked the cotton and the women and children in New England who spun it into cloth and the merchants who moved these commodities around the world.

**HIS 400**

**Sr. Capstone Seminar—Topic: Communities in Crisis**
**Dr. Kyle. Zelner**
**TTH: 1:00-2:15pm**
**Reg. Code: 7530**

Communities throughout history have had to deal with different crises, be they wars, natural disasters, pandemics, crime waves, civil unrest, or countless other catastrophes.

HIS 400 is the required senior capstone class for all history majors and as such, the class will include a mixture of discussion seminars and considerable independent research/writing time. After an overview of how to do primary research and historical writing, in the first several weeks students will read a number of articles and/or books about communities in crisis and discuss them in a seminar setting. For the remainder of the semester, students will research and write an original history of a community in crisis. The research paper must make extensive use of primary documents (such as newspapers, oral histories, diaries, letters, and other accounts) as well as the secondary sources written on the topic. In addition to their major research paper (15-20 pages with multiple drafts), students will be required to give two oral presentations and write a critical book review.

Some possible research paper topics might include:

•What happened to New York City during the American Revolutionary War?
•How did the community in Birmingham, Alabama experience the Civil Rights movement?
•What happened to the community in New Orleans during Hurricane Katrina?
•How did the Spanish Flu pandemic in 1918 change life in Chicago?
•What happened to Honolulu during World War II?
•How did the Civil War affect the town of Vicksburg?

The possibilities are almost endless . . .

**HIS 460**

**Colonial America**
**Dr. Kyle F. Zelner**
**Reg. Code: 9176/9334**
**TTH 9:30-10:45am**

Once thought to be a mere backdrop for the American Revolution, the colonial period of American history, lasting over 250 years (1492-1765) is today recognized as an incredibly important and complex world all on its own—one that deserves and receives an enormous amount of attention from historians, archivists, archaeologists, anthropologists, and museum scholars. It is in the colonial period that the true nature of America was born—a culture of diverse immigrants (some voluntary, others forced, others invaded) who struggled to live and work together in an alien environment in order to better their lives and the lives of their families. The course will explore the settlement, peopling, and development of British North America from around 1600 to 1750.

Assignments: Tentatively, class requirements will include several short papers, a midterm and final exam, and participation in class discussions. Graduate students will have additional assignments, as negotiated with the instructor.

**HIS 463**

**Tu/Th 1:00-2:15**
**Dr. Susannah Ural**

The U.S. Civil War Era is one of the most popular periods of study in American history among the public and scholars alike.  Despite this interest, stubborn misunderstanding and strong disagreements remain regarding its causes and consequences. This course looks at the divisions that led to the conflict, the war itself, and the possibilities and failures of Reconstruction. Lectures and readings will focus on the defining themes of the era, while examining the impact of the war on representative individuals or communities in the Union and the Confederacy and how they, in turn, influenced the conflict around them.  In addition, the class will discuss how scholars have interpreted the war in the past and today.  Successful students will emerge with a better understanding of the broad issues that shaped the period and they will be conversant — in speech and in writing — on this definitive American era. Class includes a trip/study of the Vicksburg National Military Park.

**HUM 402**

**Digital Humanities Practicum: Digital Archival Power**
**M/W 11:00 - 12:15 PM**
**Dr. Liz Polcha**

This course offers a deep-dive into digital archives as a cornerstone of the digital public humanities. As a practicum, the class is focused on developing advanced skills in digital humanities methods and theory.

Together we will examine theories of the archive, and explore how librarians, scholars, community organizers, artists, and educators have developed digital archives to bring together various audiences. This class begins with Michel-Rolph Trouillot's claim that archives are shaped by silences and erasure. To that end, we will ask questions such as: how can digital archives address histories of violence and archival absence? What is the history of collecting and documentation as humanistic practices, and how might we understand the legacy of this history in digital scholarship today? What are the social justice approaches to digital archiving? Is it possible to "decolonize" the archive through computational methods? And, relatedly, how has the climate crisis changed the way we understand archives, storage, and sustainability?

Our class activities will involve both discussion of archival theory, as well as experimentation with various methods of digital archiving—such as: writing metadata for archival objects, designing exhibits using web-based platforms, learning the basics of digital project management, and developing good data management practices including writing documentation. We will also review an extensive list of digital archives, meet archivists, and learn from digital scholars who are pushing the boundaries of what a digital archive is.

This course is a combined undergraduate and graduate practicum; Introduction to Digital Humanities is recommended as a prerequisite but not required.