

# Undergraduate Electives in History

Descriptions of these courses can be found on the following pages.

## Spring 2024 Undergraduate Electives

### HIST 205H. Heroes and Hoplites: History of Ancient Greece

Dr. Megan Nutzman ([mnutzman@odu.edu](mailto:mnutzman@odu.edu))

This is an H course that can count as one of your three H courses required for the History major.

*Who were the Greeks? How can we use myth to understand history? How did democracy work in Athens? This class explores the evolution of political, religious, and cultural dimensions of Greek civilization from the heroes of the Bronze Age to the end of the Peloponnesian War. among our key concepts will be the development of the city-state (polis), hoplite warfare, Greek religion, Athenian drama, and the role of women and non-elites.*

*By the end of this course, you will have a greater appreciation not only for the rich history of ancient Greece but also for its cultural contributions that continue to influence our modern world. But wait, there's more! Students take control of the classroom and learn not just by listening and reading but also by doing. Debate your friends and enemies in the Athenian Assembly over who should have the right to participate in the government! Convince fellow Greeks that your polis was justified to submit to Persia instead of fighting!*



### HIST 302 People, Technology and Belief: World to 1500

Mr. Bob Del Corso ([rdelcors@odu.edu](mailto:rdelcors@odu.edu))

*Pyramids, coliseums, temples, massive brick cities and tombs with thousands of clay figures all have one thing in common: they were built by ancient civilizations without modern technology. In this course we examine civilizations from the Paleolithic period to 1500. We will visit Mesopotamia, Egypt, India, China, Japan, Europe, the Middle East, Africa and Pre-Columbian Central and South America and North America. We examine the development of agriculture, writing, architecture, technology, and art. We analyze the roles of women and men and meet some amazing strong-willed women who stepped out of their expected roles to the great discomfort of men.*

*We examine world religions and their influence on history including paganism, Judaism, Christianity, Islam, Hinduism, Buddhism, Jainism, Confucianism, Daoism and Shintoism. We will meet great leaders such as Ramses II of Egypt, Cyrus the Great of Persia, Chandragupta of India, Alexander the Great of Macedonia, Shih Huang Di of China, Constantine the Great, Justinian the Great in the Byzantine Empire, William the Conqueror in England, and Pakal of Palenque in Mayan Civilization among many others. We will depend on written documents from the time periods under discussion to understand this complex and varied historical period but will also use insights from archeology and other disciplines to help us understand these fascinating cultures.*



### **HIST 315. Into the Arena: Christians in the Ancient World** (asynchronous online)

Dr. Megan Nutzman ([mnutzman@odu.edu](mailto:mnutzman@odu.edu))

*How did Christianity go from being a tiny sect to the religion of the Roman empire? Why did some Romans persecute Christians? Could someone be both a Jew and a Christian at the same time? This class explores the history and material culture of early Christianity from its origins in Jewish Palestine to its ascendancy as an imperial religion. We will consider Greco-Roman background of early Christianity from the healing god Asclepius to the wandering magicians who populated the diverse world in which Christianity emerged. Among the course's key*



*concepts are the stories told about Jesus, the organization of early Christian communities, the growing separation between Jews and Christians, the lack of theological unity among early Christians, the role of women, and the growth of pilgrimage.*

### **HIST 336. The Emergence of New China**

Dr. Qiu Jin Hailstork ([qjin@odu.edu](mailto:qjin@odu.edu))

*The course is the history of China covering late Imperial China, the impact of Western imperialism, the Republican Period, and the establishment of the People's Republic.*

### **HIST 348. The Early American Republic, 1787-1850**

Dr. Carolyn Lawes ([clawes@odu.edu](mailto:clawes@odu.edu))

*The course explores America's transformation from a republic to a democracy by examining the political, economic, social, and intellectual history of the United States' first half century.*

### **HIST 353. Robber Barons, Radicals, and Reformers: The Gilded Age and Progressive Era in Global Perspective**

Dr. Elizabeth Zanoni ([ezanoni@odu.edu](mailto:ezanoni@odu.edu))

*Robber Barons” such as Andrew Carnegie, “Radicals” such as Emma Goldman, and “Reformers” like W.E.B. Du Bois and Jane Addams have come to define the late 19th and early 20th centuries, decades characterized by industrialization, imperialism, World War I, and a variety of social and political movement for equality. HIST 353: Robber Barons, Radicals, and Reformers: The Gilded Age and Progressive Era in Global Perspective explores these topics and more in U.S. history from an international perspective. (image: C.J. Taylor, Puck, June 26, 1889)*





### **HIST 355. United States, 1945–1991**

Dr. John Weber ([jwweber@odu.edu](mailto:jwweber@odu.edu))

*This course will examine the history of the United States from 1945 to 1991. In addition to the obvious topics (Cold War politics, Civil Rights, Vietnam, etc.), we will also focus on things like the collapse of Europe's colonial empires, the establishment of new forms of colonialism, the consequences of US hegemony in the Western Hemisphere, the growth of governmental and corporate power, the increased standardization of American culture, the increasingly complicated reality of globalization, and the nature of historical memory and its impact on the history of the Cold War era.*



### **HIST 356. Virginia History**

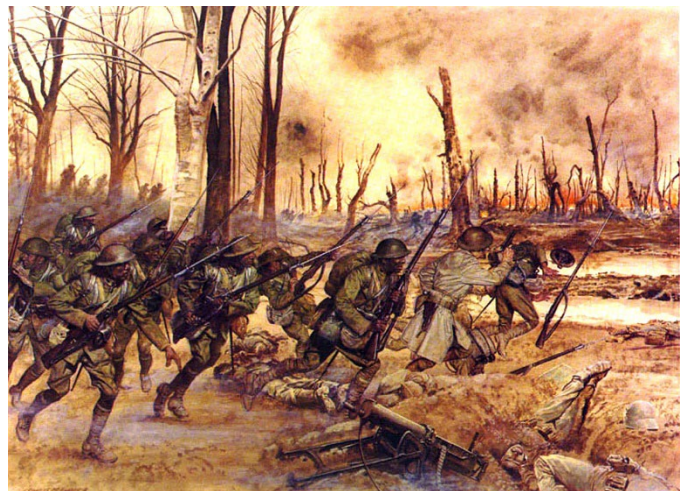
*This course examines Virginia history from Native American societies to the present state of Virginia. Some of the key events discussed in our class are indigenous peoples before and during European settlement, European colonization, the impact of slavery in the state, Virginia's role in the American Revolution and establishing a new nation, the Civil War and its impact on the state, Reconstruction and Civil Rights, and Modern Virginia. Our state is diverse and rapidly growing, with a thriving economy, rich cultural heritage, and a complex political landscape. The best way to assess the current state of Virginia is to understand its past.*



### **HIST 360. American Military History**

Dr. Tim Orr ([torr@odu.edu](mailto:torr@odu.edu))

*Old Dominion Students, fall in for inspection! History 360 is an upper-level course designed to familiarize students with important concepts in the history of America's military forces. This course will survey the significant events, personalities, and changes in military affairs that occurred between the colonial period and the present day. Expect an immersive course that will introduce you to such topics as the Revolutionary War, the creation of the service academies, the Civil War, the wars for American Empire, the Great War, World War 2, the rise of American airpower, the Vietnam War, and the War on Terror.*



### HIST 362. African- American History Since 1865

Dr. Marvin Chiles ([mchiles@odu.edu](mailto:mchiles@odu.edu))

*This course examines the development of black life from Reconstruction to the present. Through deep primary source analysis, students will see that black people used identity, family, economics, education, fraternalism, politics, and popular culture to create a free world in the midst of unfreedom. Furthermore, it was their resilience and achievement that pushed the United States and the Western world to better live up to its democratic ideals.*



### HIST 363. Women in U.S. History

Dr. Carolyn Lawes ([clawes@odu.edu](mailto:clawes@odu.edu))

*The course examines the experiences of women in U.S. history from 1607 to the present, paying particular attention to influences of race, class, ethnicity and changing conceptions of gender.*


### HIST 388T. Discovering Earth's History

Dr. Michael Carhart ([mcarhart@odu.edu](mailto:mcarhart@odu.edu))

*Geology and paleontology as technological systems during the industrial revolution of the nineteenth century, including global & local exploration, competing interpretations of empirical data, and the discovery that the earth itself had a history whose sources were inscribed in the very ground on which they walked. Readings include Darwin, Lyell, Humboldt, and others.*

HOW DID THE FISH GET INTO THE ROCK?

## DISCOVERING EARTH'S HISTORY



Charles Darwin, *Voyage of the Beagle* (1839)  
Charles Darwin, *Origin of Species* (1859)

Geology & Paleontology in the 19th century  
The earth itself has a history - inscribed in the very ground on which we walk

Dr. M. Carhart, professor  
History 388T: Discovering Earth's History  
T/Th., 11:00am-12:15pm

### HIST 482. Global History of Sport

Dr. Brett Bebbber ([bbebbber@odu.edu](mailto:bbebbber@odu.edu))

*How are sports different now than they were in the ancient, medieval, or early modern periods? How have modern sports become so commercialized and popular? How are sports used to both substantiate and resist power? This class aims to address these questions, among others. This course focuses on the social and cultural history of sports in effort to explore how they reflect broader historical processes like globalization, modernization, and cultural diffusion. Our course begins with the study of the importance of sport for social life, with special attention to how sports reflected the historical contexts, cultural meanings, and political debates of specific societies over time. As we will see in several case studies, sports and their players, fans and producers often acted as microcosms of the worlds around them. Throughout the course you will be introduced to how historians have discussed sports, what primary sources they have used to chart their development, and how they reflect broader theoretical debates about historical processes like modernization, imperialism, socialization, consumption, and the introduction of various technologies. Our course will also feature three main themes:*





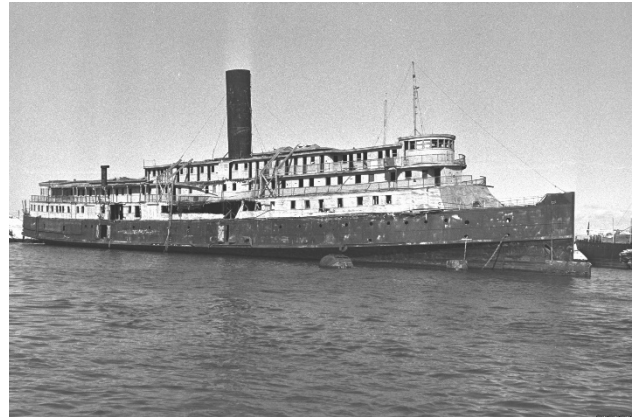
*sports' role in colonization and spreading imperial values, the role of sports in issuing in the era of modernity, and how sports reflected the rise of capitalism and consumption.*

### **HIST 485. Maritime History of the Holocaust**

Dr. Annette Finley-Croswhite ([acroswhi@odu.edu](mailto:acroswhi@odu.edu))

*This course explores the maritime history of the Holocaust by retracing the routes ships took to transport Jewish refugees away from Nazi-controlled territories in Europe to safer environments beginning in 1938 and continuing to the establishment of Israel in 1948. We explore bodies of water as avenues of escape but also as routes where legal and political conflicts as well as hazards of maritime travel condemned many fleeing antisemitism to their deaths. The course links the complexities of maritime travel and humanitarian crises while exploring ships and bodies of*

*water as critical geographical spaces of the Holocaust. Students will explore new narratives and perspectives on Holocaust history and also work with Artificial Intelligence (AI) tools and digital resources.*



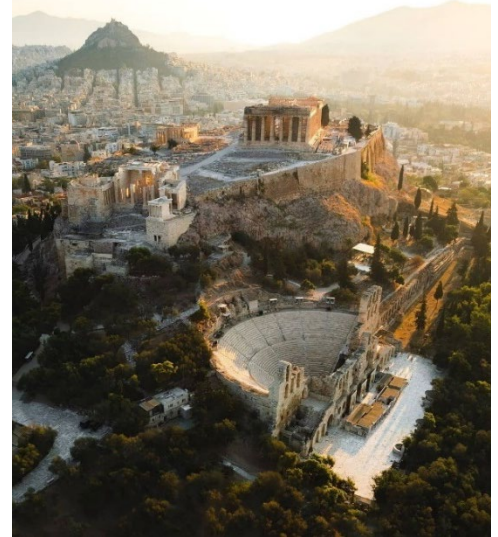
## Summer 2024 Undergraduate Electives

### HIST 396: Ancient Greece Study Abroad: Temples, Treasures, and Transformations

May 2024

Dr. Megan Nutzman ([mnutzman@odu.edu](mailto:mnutzman@odu.edu))

*Καλώς ήρθες στην Ελλάδα! Welcome to Greece! We will spend twelve days immersed in the history of Greece from the heroes of the Bronze Age to the military might of the Spartans, the architectural achievements of the Athenians, the transformations of the Romans and Byzantines, and ultimately the birth of modern Greece. Join us as we run on the racetrack of the ancient Olympic games, stand on the battlefield at Marathon where the Greeks defeated the Persians, behold the massive lion gate that guarded the entrance to Mycenae, ascend the Panathenaic way to visit the Parthenon, and experience the beauty of Delphi where the oracle of Apollo answered petitioners' questions, walking in the footsteps of Homer, Leonidas, Pericles, and Socrates.*



## Fall 2024 Undergraduate Electives

*This list is tentative and subject to change. An updated list of courses will be available in time for registration in March.*

### HIST 302. People, Technology and Belief: The World to 1500

MWF 1:00 pm

Mr. Bob Del Corso ([rdelcors@odu.edu](mailto:rdelcors@odu.edu))

*Pyramids, coliseums, temples, massive brick cities and tombs with thousands of clay figures all have one thing in common: they were built by ancient civilizations without modern technology. In this course we examine civilizations from the Paleolithic period to 1500. We will visit Mesopotamia, Egypt, India, China, Japan, Europe, the Middle East, Africa and Pre-Columbian Central and South America and North America. We examine the development of agriculture, writing, architecture, technology, and art. We analyze the roles of women and men and meet some amazing strong-willed women who stepped out of their expected roles to the great discomfort of men. We examine world religions and their influence on history including paganism, Judaism, Christianity, Islam, Hinduism, Buddhism, Jainism, Confucianism, Daoism and Shintoism. We will meet great leaders such as Ramses II of Egypt, Cyrus the Great of Persia, Chandragupta of India, Alexander the Great of Macedonia, Shih Huang Di of China, Constantine the Great, Justinian the Great in the Byzantine Empire, William the Conqueror in England, and Pakal of Palenque in Mayan Civilization among many others. We will depend on written documents from the time periods under discussion to understand this complex and varied historical period but will also use insights from archeology and other disciplines to help us understand these fascinating cultures.*



### **HIST 313. Bread and Circuses: History of the Roman Empire**

T/Th 9:30 am

Dr. Megan Nutzman ([mnutzman@odu.edu](mailto:mnutzman@odu.edu))

*Why were some Roman emperors famously successful and others notoriously bad? How did Rome hold onto its vast empire? What was the Roman response to*

*Christianity? This course explores the history and material culture of the Roman Empire, as it emerged from the ashes of the Roman Republic through its transformation in Late Antiquity. The emphasis of the course is split between the political history of Rome and the cultural institutions that shaped daily life. among our*

*key topics are the politics of mass entertainment, the religions of the Roman world, the experiences of slaves and freedmen, and the lives of Roman women. But wait, there's more! Students take control of the classroom and learn not just by listening and reading but also by doing. Take on the role of a provincial governor and convince the emperor to protect your province! Debate your friends and enemies in the Roman Senate as you decide the fate of Rome's traditional cults after the rise of Christianity!*



### **HIST 349. American Naval History**

Dr. Tim Orr ([torr@odu.edu](mailto:torr@odu.edu))

*Old Dominion students, man your battle stations! History 349 is an upper-level course designed to familiarize students with important concepts in the history of the U.S. Navy. This course will survey American Naval History and naval theory from the colonial period to the present day. It will analyze the importance of American naval conflicts, developments in naval technology, and the social and political changes that shaped the U.S.*

*Navy. Expect an immersive course that will introduce you to such topics as the Revolutionary War, the operations against the Barbary corsairs, the Civil War blockade, the Spanish-American War, the Great White Fleet, the Battle of Midway, the Port Chicago Mutiny, the Battle of the Philippine Sea, the Kitty Hawk Race Riot, and the Cold War's 600-ship fleet.*



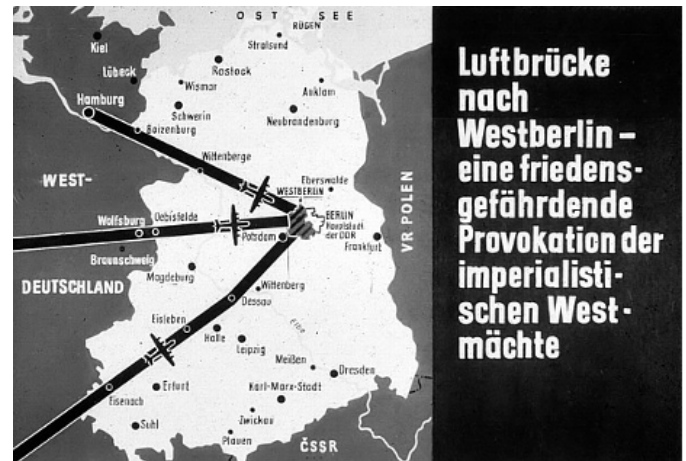


### HIST 316. Cold War in History

MWF 9 am

Dr. Austin Jersild ([ajersild@odu.edu](mailto:ajersild@odu.edu))

*Our study of the Cold War will require students to write papers on several topics, informed by a series of questions: How did the Cold War begin? How was the Cold War fought? How did the Cold War end? How was the Global South affected by the rivalry between the United States and the Soviet Union? How important was Germany to the beginning and end of the Cold War? How do we account for the very different trajectories of the Soviet Union and China? The course will consist of a mix of lectures, discussions of our readings, film clips, and related classroom experiences, with regular required weekly readings. Students will complete regular homework assignments, contribute to the Discussion Boards, prepare several papers, and explore primary source documents from a website.*



### HIST 323. Britain and the World

MWF 2 pm

Dr. Brett Bebbler ([bbebbler@odu.edu](mailto:bbebbler@odu.edu))

*This course introduces students to the main historical problems and contemporary debates in modern British history, including the development of the British Empire. We will pay special attention to notions of “Britishness” and national identity as they were forged in different social milieus and political conflicts throughout Britain and its colonies across the globe. Several episodes forced British politicians and the public to redefine their identities, such as the expansion of the franchise or the steady course of European and British imperial decline during the twentieth century. In order to fully understand these topics, we will develop our analyses of class, race, gender, and sexuality as they present themselves. Our course will also touch on the main events: Victorianism, resistance against the Empire, the British slave trade, Irish Home Rule, World War I, World War II, and Britain’s involvement in the European Union.*



### HIST 338. Japan’s Era of Transformation

T/Th 1:30 pm

Dr. Qiu Jin Hailstork ([qjin@odu.edu](mailto:qjin@odu.edu))

*This is the history of Japan since 1800. It covers the decline of the Tokugawa Shogunate, modern nation building in the Meiji period, domestic conflicts and war in the twentieth century, and the roots of Japan's economic prominence today.*



## **HIST 396. Cotton, Clothing, and Computers: The Global History of Things**

Dr. Elizabeth Fretwell ([efretwel@odu.edu](mailto:efretwel@odu.edu))

*This course will introduce students to material culture history, and how the making, exchange, and use of things has shaped the trajectory of world history since 1500. Material culture includes the goods, objects, and built environments produced and used by humans. We will explore how historians study things as commodities, technologies, consumer goods, designed objects, and cultural artifacts, and how histories of material culture shed new light on questions of colonization, identity, nationalism, and globalization in world history, with a focus on the Global South (Asia, Africa, and Latin America).*



*Reading broadly from overviews of global processes to more specific case studies from different times and places, we will investigate historical questions such as: How did consumer demands and shifting trade patterns transform politics, society, and culture in the Global South? How were gender, race, and nation constructed and experienced through things? What might it mean to “decolonize” and how do people use things to convey political aspirations? What does “globalization” mean today and how is it different from earlier periods of global exchange and connection?*

## **HIST 493. Holocaust and Film: Representing the Unimaginable in the Visual Turn**

Dr. Annette Finley-Croswhite ([acroswhi@odu.edu](mailto:acroswhi@odu.edu))

*The course explores the history of the Holocaust through the medium of film as document, testimony, propaganda, artifact, artistic representation and projection of collective memory. Special attention is given to considering the medium of film from the viewpoint of the historian.*

## **HIST 345. Native American History**

T/Th 4:20 pm

Dr. Miller Wright ([m1wright@odu.edu](mailto:m1wright@odu.edu))

*The course will examine the history of the development and expansion of the United States of America while centering the perspective of Native American and Indigenous peoples. This course will highlight the contributions of Native peoples to the history of the United States and encourage students to develop their abilities to analyze historical evidence. The goal of the course is to develop students' critical thinking skills, specifically, how to read primary sources and critique historical arguments while also expanding their knowledge of Native America. We will discuss the benefits and limitations of chronicling the history of the United States through Native perspectives and how that history changes when Native perspectives are taken into account.*



## HIST 351. Civil War and Reconstruction

T/Th 11 am

Dr. Tim Orr ([torr@odu.edu](mailto:torr@odu.edu))

*Old Dominion Students, to Arms! to Arms! History 351 is an upper-level course designed to familiarize students with important concepts in the history of the Civil War Era. This course will survey the significant events, personalities, and changes that occurred between the Mexican- American War and the end of Reconstruction. Expect an immersive course that will introduce you to such topics as American slavery, the breakdown of the Second Party System, secession, mobilization, military strategy, lives of the common soldiers, emancipation, war on the home fronts, Civil War prisons, and the memory of the war in modern times.*



## HIST 356. Virginia History

Online asynchronous

Mr. Matt Whitlock ([mwhitloc@odu.edu](mailto:mwhitloc@odu.edu))

*This course examines Virginia history from Native American societies to the present state of Virginia. Some of the key events discussed in our class are indigenous peoples before and during European settlement, European colonization, the impact of slavery in the state, Virginia's role in the American Revolution and establishing a new nation, the Civil War and its impact on the state, Reconstruction and Civil Rights, and Modern Virginia. Our state is diverse and rapidly growing, with a thriving economy, rich cultural heritage, and a complex political landscape. The best way to assess the current state of Virginia is to understand its past.*



## HIST 358. The U.S. in the Second World War

T/Th 4:20 pm

Dr. Tim Orr ([torr@odu.edu](mailto:torr@odu.edu))

*Old Dominion Students, Uncle Sam Needs You! History 358 is an upper-level course designed to familiarize students with important concepts in the history of America's involvement in the Second World War. This course will survey the significant events, personalities, and changes that occurred between 1941 and 1945, focusing heavily—but not exclusively—upon the America's three "fronts": the European-Mediterranean Theater, the Pacific Theater, and the home front. Expect an immersive course that will introduce you to such topics as the Atlantic War, the air raid on Pearl Harbor, the Battles for the Central Pacific, the air wars over*





*Europe and Japan, home front propaganda, Japanese- American internment, the Normandy invasion, the world of the American GI, the postwar occupations of Germany and Japan, and the beginnings of the Cold War.*

### **HIST 370. Africa and the Atlantic Slave Trade**

T/Th 3 pm

Dr. Elizabeth Fretwell ([efretwel@odu.edu](mailto:efretwel@odu.edu))

*Between the sixteenth and nineteenth centuries, more than twelve and a half million Africans were forcibly transported from Africa to the Americas. In this course, we will study the origins, experiences, and effects of the Atlantic Slave Trade in Africa and the Americas. In both contexts, we will focus on how enslaved men, women, and children resisted their bondage, and how this resistance shaped the trade and its impacts. We will also explore the history of the African Diaspora through the movement of bodies*

*and cultural practices across the Atlantic, and how Europeans and their descendants in the Americas created new ideologies of race and racism to justify the wealth generated through slavery and the slave trade. In sum, by moving between continents, this course will underscore connections and commonalities across the early modern world and show the centrality of the Atlantic Slave Trade to the construction of the modern world.*



*In studying the Atlantic Slave Trade, we will also practice how to understand and discuss difficult histories. How can we write and talk about the slave trade when it is one of the most mythologized and moralized events of the human past? At the same time, there are profound silences within in the sources. How have historians studied the lives and experiences of mostly unnamed enslaved people who left few written records? How do we put such disparate primary sources as shipping data, European travelers' accounts, and "slave narratives" into conversation? Throughout the course, we will pay particular attention to the ways that scholars find and interpret challenging source material on the Atlantic Slave Trade. (image: Holding cell for African captives, Elmina Castle, Ghana)*

### **HIST 396. US History of Sports**

MWF 10 am

Dr. Marvin Chiles ([mchiles@odu.edu](mailto:mchiles@odu.edu))

*HIST 396 is an upper-level survey course that retells American history through the world of sport. Students will learn how athletics were more than just physical exercise, leisured pastimes, and for-profit industries. Rather, this course will show how Americans understood themselves with organized games--ranging from lacrosse to football – from 1492 to the present.*



## HIST 414. Freedom, Rights, and Revolution: Evolution of the State System, 1648-1815

T/Th 11 am

Dr. Michael Carhart ([mcarhart@odu.edu](mailto:mcarhart@odu.edu))

*State building in early modern Europe from the wars of religion to the end of the Old Regime. Absolutism in theory & practice, the challenge of republicanism and social contract theory in natural law. Also modernist interpretations of the heritage of seventeenth and eighteenth century political theory and practice in the light of European events in the first half of the twentieth century. In addition to events and sources contemporary to that age, students will be introduced to the most important interpretive theories that have emerged in the past generation on the Continent as well as in Britain and America.*



## HIST 205H. Heroes and Hoplites: History of Ancient Greece

T/Th 11 am

Dr. Megan Nutzman ([mnutzman@odu.edu](mailto:mnutzman@odu.edu))

This is an H course that can count as one of your three H courses required for the History major.

*Who were the Greeks? How can we use myth to understand history? How did democracy work in Athens?*

*This class explores the evolution of political, religious, and cultural dimensions of Greek civilization from the heroes of the Bronze Age to the end of the Peloponnesian War. among our key concepts will be the development of the city-state (polis), hoplite warfare, Greek religion,*

*Athenian drama, and the role of women and non-elites. By the end of this course, you will have a greater appreciation not only for the rich history of ancient Greece but also for its cultural contributions that continue to influence our modern world. But wait, there's more! Students take control of the classroom and learn not just by listening and reading but also by doing. Debate your friends and enemies in the Athenian Assembly over who should have the right to participate in the government! Convince fellow Greeks that your polis was justified to submit to Persia instead of fighting!*





## HIST 330. Modern South Asia, 1700 to Present

Dr. Nick Abbott ([nabbott@odu.edu](mailto:nabbott@odu.edu))

*Few regions will be more important to the twenty-first century than South Asia. Today, South Asia encompasses roughly one quarter of the world's population, some of its fastest growing economies, and the globe's biggest and most diverse democracy. It's also home to two antagonistic nuclear rivals, deepening religious, ethnic, and cultural divides, and many of the world's poorest and most environmentally vulnerable communities. Focusing on areas that now form the modern states of India, Pakistan, Bangladesh and Afghanistan, this course examines this region's vibrant and volatile history over the last three centuries to understand its present state of affairs. Beginning with the waning days of the Mughal empire, the course traces South Asia's development through the rise and fall of British colonial rule and its more recent post-colonial past up to the present day. Topics will include: precolonial states and societies; colonial rule and its impact; anti-colonial nationalisms and regional separatism; movements for gender and social equality; the rise of religious fundamentalisms; the Indo-Pakistan rivalry; war(s) in Afghanistan; globalization and the environment.*

