

# History BA Catalog, 2025-26

## MAJOR, MINOR

- **ASSOCIATE PROFESSORS:** Rachel M. Nuñez (Batten Chair in Leadership, chair of history department)
- **ASSISTANT PROFESSOR:** Anna Bennett, Christopher M. Florio (Ruth Alden Doan Endowed Chair in History)
- **VISITING ASSISTANT PROFESSOR:** Charlotte Rossler

The history major at Hollins prepares students to be critical thinkers, effective communicators, and engaged and informed global citizens. Our faculty, trained primarily in the history of Europe and the United States, take a transnational perspective in a majority of their courses, which cover such topics as "Slavery: A Global History" and "Sex and Race in the Age of Empire." Most courses are discussion- rather than lecture-based and encourage deep engagement with primary sources.

While 100-level courses introduce students to the craft of historical thinking, at the 200 and 300 level students also gain research experience. The culmination of the major is a senior thesis capstone in which students develop their own topic, draw on relevant primary sources, and engage with important scholarship in the field to produce their own original scholarship. History majors pursue graduate studies in history, museum studies, education, and law, and find work in fields ranging from K-12 education to business to government.

A score of 4 or 5 on the Advanced Placement exam in European History, United States History, or World History will count as elective credit toward the major.

## REQUIREMENTS FOR A MAJOR IN HISTORY:

9 courses (36 credits)

- One 200-level course
- Two 300-level courses
- HIST 470: Senior Thesis
- Five additional history electives (any level)

A student is expected to complete one 300-level course before senior year. Courses used to satisfy major requirements must include courses that are designated US-focused and courses that are designated non-US focused.

## **REQUIREMENTS FOR A MINOR IN HISTORY:**

5 courses (20 credits)

- One 200-level course
- One 300-level course
- Three additional history courses

Courses used to satisfy minor requirements must include courses that are designated US-focused and courses that are designated non-US focused.

## **COURSES IN HISTORY:**

### **HIST 111: CREATING THE AMERICAN NATION (4)**

American history from the contact of Native, African, and European peoples to the Civil War and Reconstruction, focusing on the development of a relatively democratic political system, experiments in living with and in a diverse population, and the emergence of the American economic system. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. Designation: US. Open to first-year students. No prerequisite. (f, w, x, DIV, MOD, DJP)

### **HIST 112: RISE OF MODERN AMERICA (4)**

American history from Reconstruction to the present, focusing on the evolution of the modern American state, the development of a diverse society, and the nature and process of social change. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. Designation: US. Open to first-year students. No prerequisite. (f, w, x, DIV, MOD, DJP)

### **HIST 113: INTRODUCTION TO MEDIEVAL HISTORY (4)**

A rock-'em, sock-'em romp through 1,000 years without a bath. We'll weep at the fall of Rome, applaud the coronation of Charlemagne, scratch our heads in bewilderment at the Investiture Controversy, and thank God we got to the Renaissance. The course is an introduction to the main elements of the European Middle Ages, from the fall of Rome to the Renaissance. We'll look at the economy, society, politics, and culture of medieval Europe, paying particular attention to such issues as the transition from ancient to medieval, church-state tensions, the rise of feudal monarchy, and the cultural conflicts of

the late Middle Ages. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE, SMN)

### **HIST 114: MODERN EUROPE (4)**

This course surveys European history from the late 18th century to the present. Topics include the French and Industrial revolutions; new ideologies of liberalism, socialism, nationalism, and imperialism; the two world wars; the emergence of totalitarian regimes; and new problems of identity centered around decolonization and immigration.

Designation: Non-US. Open to first-year students. No prerequisite. (f, w, x, GLO, MOD, SMN)

### **HIST 117: DOES AMERICAN POVERTY HAVE A HISTORY?**

Our aim in this course will be to construct a history of America's poor as vivid and precise as the histories that have long been written about wealthier Americans. We will thus explore such topics as changes in the experiences of poverty, changes in the racialized and gendered dimensions of poverty, and changes in the treatment of the poor across U.S. history. Designation: US. Open to first-year students. No prerequisite. (INQ)

### **HIST 150: EARLY MODERN EUROPE, 1450-1800 (4)**

In this course, we will plunge into the uncertain, violent, dirty, inherently spiritual, highly ritualized, and altogether tumultuous history of Europe in early modern times. Massive transformations shaped European history from roughly the fifteenth to the eighteenth centuries, a period during which Europeans became increasingly interconnected with the wider world culturally, socially, economically, and politically. Through close reading of primary and secondary sources, discussion, and writing, we will explore major developments from the Renaissance to the Age of Revolutions. In particular, we will focus on social and cultural history in order to better understand how significant developments—from the advent of print technology to the upheavals of the Reformation—affected ordinary Europeans' daily lives. Designation: Non-US. Open to first-year students. No prerequisite. (SMN)

### **HIST 150: MODERN HISTORY OF MONSTROSITY (4)**

What is a monster? What can monsters reveal about a society's values and culture? In this course, students will engage with the many monsters of the modern period as a lens through which to study history. Through a survey of literature, film, science, and politics, students will gain a better understanding of how narratives of monstrosity speak to the concerns and fears at the heart of a given culture. A selection of some of the monsters include the monstrous births of teratology—the scientific study of monstrosity—the

reanimated monster of Frankenstein, the sea serpents that slithered through mid-nineteenth century science, and monstrous psychology focused on serial killers and madness at the turn of the century. Designation: Non-US. Open to first-year students. No prerequisite. (INQ)

### **HIST 155: HITLER AND THE HOLOCAUST (4)**

This course examines the causes, conduct, and consequences of the Holocaust, from the perspective of perpetrators, victims, and bystanders. Designation: Non-US. Open to first-year students. No prerequisite. (GLO, MOD)

### **HIST 217: THE AMERICAN CIVIL WAR (4)**

This course will examine the causes, conduct, and consequences of the bloody civil war that tore apart the American nation and people in the middle of the nineteenth century. Subjects covered will include the nature of slavery and its role in the war, both the Union and Confederate home fronts, the strategic choices made by both sides, and the war's legacies. Designation: US. Open to first-year students. No prerequisite.

### **HIST 218: HISTORY OF AMERICAN CAPITALISM (4)**

This course surveys the history of American capitalism from the colonial period to the near present. We will pursue questions, including: What is "capitalism?" When did the American economy become a distinctively capitalist economy? Why have the consequences of capitalism differed for different groups of Americans? And how have various Americans endeavored to embrace, reform, and resist capitalism? Designation: US. Open to first-year students. No prerequisite. (MOD)

### **HIST 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)**

This course explores women's lives from ancient Greece through the late Middle Ages, as well as shifting understandings of gender during this period (roughly 600 BCE to 1400 CE). Themes will include views of women in classical philosophy, medical understandings of sexual difference, motherhood, women's legal status, women's roles in the development of Christianity and the early Church, women religious, images of women in art and literature, and models of queenship. Also listed and described as GWS 222. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE)

### **HIST 225: WOMEN IN EARLY MODERN EUROPE: WITCHES, QUEENS, AND COURTESANS (4)**

This course surveys both the experiences of women in early modern Europe and the ways gender structured notions of power and identity in this period. Topics include

understandings of sexual difference, family life and organization, sexuality, midwifery, witchcraft, women and religion, women artists and intellectuals, and “queenship.” Also listed and described as GWS 225. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE)

### **HIST 226: WOMEN AND GENDER IN MODERN EUROPE (4)**

Explores women’s lives in Europe from the late 18th century through the mid-20th century. Topics include: the birth of feminism during the Enlightenment and the French Revolution; industrialization and women’s relationship to work; the domestic ideal; masculinity; prostitution; women’s involvement in empire; the world wars; the impact of ideologies of liberalism, nationalism, socialism, and fascism on women and women’s roles in these movements; and second-wave feminism. Also listed and described as GWS 226. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, r, MOD, DJP)

### **HIST 227: HISTORY OF WITCHCRAFT IN EUROPE AND THE ATLANTIC WORLD (4)**

This course analyzes European witchcraft beliefs in a comparative and transatlantic perspective. We will examine the ancient origins of witchcraft beliefs in the Mediterranean, cultural reasons for believing certain individuals were witches, and causes and consequences of the waves of trials and executions that embroiled communities. Comparing variations of European witchcraft persecution with the better-known Salem witch trials, and with witchcraft beliefs across the colonial Americas and the Caribbean, deepens our understanding of witchcraft as a global phenomenon and our knowledge of the historical particularity of the early modern European witch craze. Designation: Non-US. Open to first-year students. No prerequisite. (DJP)

### **HIST 240: GREEK HISTORY (4)**

A history of the Greeks from the Bronze Age to the Roman conquest. Special emphasis is given to the golden age of Athens, focusing on the democratic system, the interplay between foreign and domestic politics, social and economic developments, and outstanding cultural achievements. Other topics include The Trojan War, the Spartan state, women in Greek society, the origins of historiography, the empire of Alexander the Great, and the diffusion of Greek ideas. Also listed and described as CLAS 240. Designation: Non-US. Open to first-year students. No prerequisite. (PRE)

### **HIST 241: ROMAN HISTORY (4)**

A survey of Roman history from the foundation of the city to the fall of the Roman Empire. Special emphasis will be placed on the social and political changes leading to the collapse

of the Republic; on the growth and development of Christianity in the Roman Empire; and on the transition from the ancient world to medieval Europe. Most readings will be taken from Roman sources, which will also provide an opportunity to investigate some of the vivid personalities of Roman history. Also listed and described as CLAS 241. Designation: Non-US. Open to first-year students. No prerequisite. (PRE)

### **HIST 246: AMERICAN CULTURAL AND INTELLECTUAL HISTORY (4)**

This course surveys the history of American ideas and culture from the colonial period to the near present. What ideas have Americans held in the past? When, how, and why have cultural convictions changed in the United States? In what ways and to what extent have ideas mattered across U.S. history? We will explore topics, including Puritan theology, Transcendentalism, the civil rights movement, and the "culture wars," drawing on historical sources ranging from autobiographies to paintings to popular music. Designation: US. Open to first-year students. No prerequisite. (MOD, SMN)

### **HIST 248: DECOLONIZATION (4)**

This course explores the end of European overseas empires and the emergence of independent states in Africa, Asia, the Caribbean, and the Middle East in the 20th century. Among the questions we will consider: what does it mean to decolonize? How did people in colonial and metropolitan societies negotiate these conflicts? What challenges did people in former colonies face in trying to build new states? Open to first-year students. Designation: Non-US. No prerequisite. (w, x, MOD, GLO, DJP)

### **HIST 250: HISTORY OF FUN AND LEISURE IN PREMODERN EUROPE (4)**

By examining festivals, games, sports, public spectacles, and the evolving concept of "fun," this course offers insight into the social, cultural, and political dimensions of leisure activities across Europe from medieval to early modern times. Through close study of primary sources, students will consider the relationship between leisure and power, the regulation of fun, and the tension between pleasure and morality in premodern Europe. Designation: Non-US. Open to first-year students. No prerequisite. (SMN)

### **HIST 255: AMERICAN SOCIAL HISTORY (4)**

Studies in the lives of the American people, the movements and institutions in which they organized and acted, and the processes of social change in which they participated. Topics range from Puritans to Progressives, from urban workers to southern farmers. Designation: US. Open to first-year students. No prerequisite. (MOD, DJP)

### **HIST 258: THE HISTORY OF HUMAN RIGHTS (4)**

This course surveys the complicated and often fraught history of human rights. We will explore how various people, governments, and international organizations have answered questions including: what is a “human right?” Are such rights universal? And are they enforceable? In doing so, we will also consider whether human rights are a recent invention or the product of longstanding historical traditions. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, MOD)

### **HIST 264: AFRICAN-AMERICAN HISTORY TO 1865 (4)**

This course provides a survey of African-American history from the era of the transatlantic slave trade to the end of the American Civil War. Subjects covered will include the origins of chattel slavery and racism in North America, the

development of distinctive African-American cultures and communities, and the leading role of African Americans in the struggle to abolish slavery. Designation: US. Open to first-year students. No prerequisite. (DIV, MOD, DJP)

### **HIST 265: AFRICAN-AMERICAN HISTORY, 1865 TO THE PRESENT (4)**

This course provides a survey of African-American history from the end of the American Civil War to the near present. Subjects covered will include the emergence of Jim Crow in the wake of Reconstruction’s collapse, the impact of urbanization on African-American life and culture, the origins of the civil rights movement, and the struggle to make Black Lives Matter. Designation: US. Open to first-year students. No prerequisite. (MOD, DIV, DJP)

### **HIST 266: DISSENT AND REFORM IN AMERICAN HISTORY (4)**

This course explores the history of American social reform from the era of the Revolutionary War to the near present. How have Americans dissented from the status quo and agitated for change? To address this question, we will focus on reformers and radicals including abolitionists, socialists, environmentalists, anti-war protesters, and LGBTQ activists. Designation: US. Open to first-year students. No prerequisite. (w, x, MOD)

### **HIST 270: MAKING REVOLUTION (4)**

This proseminar explores key revolutionary movements from the 18th century to the present. What makes these movements ‘revolutionary?’ What visions of the social and political order did revolutionaries attempt to create? To what degree were they successful? What can we learn by comparing these revolutions? Focus will be on the French and Russian Revolutions, with additional case studies from the Americas, Africa, and Asia. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, GLO, MOD)

## **HIST 274: THE FIRST WORLD WAR AND THE MAKING OF THE 20TH CENTURY (4)**

The First World War marked the end of Europe's "long nineteenth century" and set the stage for the conflicts and transformations of the twentieth century. This course will explore the origins, development, and consequences of the conflict. Topics include the roots of the war, military tactics and strategies, soldiers' experiences, life on the home-front, the peace settlements, and the war's legacy. Designation: Non-US. No prerequisites. Open to first-year students. No prerequisite. (w, x, MOD)

## **HIST 290: INDEPENDENT STUDY (2 OR 4)**

Individual projects below the advanced level arranged with history faculty members. Offered both terms.

## **HIST 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)**

This seminar explores shifting views of the body, sexuality, and gender in Europe from the ancient world to the present. What does it mean to undertake a "history of the body?" What is the relationship between the body, gender, and sexuality? Topics may include changing understandings of anatomy and sexual difference, torture, witch hunts, midwifery, prostitution, venereal disease, pornography, cross-dressing, homosexuality, and intersections of the body and sexuality with race and class. Also listed and described as GWS 310. Designation: Non-US. Prerequisite: Sophomore standing or permission of the instructor. (w, x, MOD, DJP)

## **HIST 318: COLONIAL AMERICAN HISTORY (4)**

A study of early American society with emphasis on religion, intellectual life, labor systems, family life, and colonial personalities. Opportunity for individual research. Designation: US. Prerequisite: Sophomore standing or permission of the instructor. (w, x, DIV, MOD)

## **HIST 328: ANTEBELLUM UNITED STATES (4)**

This seminar explores the history of the United States from the aftermath of the War of 1812 to the eve of the Civil War. Topics covered will range from economic development to empire-building, from racism to religion, from immigration to sectionalism. Along the way, we will focus on the connections between the rise of a more democratic American politics and the emergence of the largest and richest slave society of its time and perhaps in all of world history. Designation: US. Prerequisite: sophomore standing or permission of the instructor. (w, x, DIV, MOD)

### **HIST 329: SLAVERY: A GLOBAL HISTORY (4)**

This seminar investigates the history of slavery in different times and places. Looking well beyond the United States, we will explore how slavery has been organized and experienced from the ancient world to the present day, in locations ranging from Africa to India to the Caribbean. We will also delve into the global history of slave emancipation. Designation: Non-US. Prerequisite: Sophomore standing or permission of instructor. (w, x, GLO, DJP)

### **HIST 334: SEX AND RACE IN THE AGE OF EMPIRE (4)**

This course explores both how imperial ideologies were gendered and how empire provided an arena in which gender norms could be rethought. Topics include European women's experiences in the empire as wives, missionaries, and travelers; empire as a space for sexual transgression; and the role of gender in decolonization movements. Prerequisite: sophomore standing, and a 200-level course in history or GWS. Also listed and described as GWS 334. Designation: Non-US. Prerequisite: sophomore standing or permission of the instructor. (w, x, GLO, MOD)

### **HIST 350: EUROPE IN AN AGE OF ENCOUNTERS: TELLING MICROHISTORIES OF THE EARLY MODERN WORLD**

What can we learn about the reception and spread of far-flung religious ideas in an age of Reformation from the Inquisition's trials against one peasant in northern Italy? How does the life and times of one seventeenth-century Dutchwoman reveal a much broader history of science and empire across the early modern world? We can uncover a surprisingly vast array of answers to these fascinating research questions—and countless other inquiries about Europe's interconnectedness with the early modern world — with a strategy known as microhistory. By studying a single person, place, object, or event, microhistories ask many questions of a small set of sources. This method of examining history up close enables us not only to understand big historical developments, but to become more familiar with individual people in the past: their beliefs, their hopes and fears, the decisions they made, and how they coped with the uncertainties of everyday life. In this course, we will focus on microhistories to uncover European encounters with people, things, and ideas from across the early modern world. In the process, we will consider how historians craft engaging microhistories, and we will practice this method of historical study ourselves. Designation: Non-US. Prerequisite: sophomore standing or permission of instructor. (DJP)

### **HIST 356: TWENTIETH-CENTURY AMERICA (4)**

A seminar on American political and social history from 1900 to the present. Topics covered will include the origin and evolution of reform movements (progressivism,

women's rights, civil rights), the effects of war and economic change, and major shifts in political alignments. Designation: US. Prerequisite: sophomore standing or permission of instructor. (w, x)

### **HIST 360: THE SECOND WORLD WAR (4)**

Reading, discussion, and research into the most cataclysmic war in modern history. Topics covered include origins of the war in both Europe and Asia; the leadership of Hitler, Stalin, Churchill, Roosevelt, Mao, and others; the causes, conduct, and consequences of the Holocaust; the birth and first use of atomic weapons; and the effects of the war on empires and civilizations around the globe. Designation: Non-US. Prerequisite: sophomore standing or permission of instructor. (w, x, GLO, MOD)

### **HIST 372: GOING GLOBAL: U.S. HISTORY IN TRANSNATIONAL PERSPECTIVE (4)**

Our aim in this seminar will be to rethink U.S. history by thinking beyond the borders of the United States. As we cover topics including revolutions, borderlands, identities, empires, migrations, and globalization, we will consider how recent transnational scholarship, focused on connections between the U.S. and the wider world, calls into question longstanding assumptions about America's national history. Designation: US. Prerequisite: sophomore standing or permission of instructor. (w, x, MOD, DIV)

### **HIST 390: INDEPENDENT STUDY (2 OR 4)**

Individual projects at the advanced level arranged with history faculty members. Offered both terms.

### **HIST 399: INTERNSHIP (2 OR 4)**

May be proposed in either term.

### **HIST 470: SENIOR THESIS (4)**

Required of all senior history majors. Students will write a significant history paper using primary sources. Offered Term 1.

### **HIST 490: SENIOR HONORS THESIS (4)**

Decisions on departmental honors are made at the conclusion of the project. Students should not register for HIST 490. Students achieving honors will be registered for HIST 490 after honors decisions are made. Offered Term 2.