The Schedule of Senior Seminars

History 4499, the Senior Seminar, is one of three upper division courses required of all History majors.

Prerequisites:

History 2270 - Intro to Themes in History
History 3376 - Historiographical Debates
Both must be passed with a grade of "C" or better.

Students who meet these requirements need to fill out and submit the senior seminar form located on our website (http://hp.hss.kennesaw.edu/). They will then be granted an override to register for the course.

Seminars Scheduled

Below are the seminars scheduled as of January 8, 2013. Instructors’ names are provided, with an email link for students who have questions about the seminar.

Spring 2013

Seminar Title: Atlanta’s Civil Rights Movements, 1945 to 1990
Instructor: Dr. LeeAnn Lands (llands@kennesaw.edu)
The literature examining civil rights movements in the modern U.S. is now vast. Yet scholars are still fruitfully mining underutilized manuscript collections, exploring new or overlooked topics, and challenging previously accepted interpretations. The movement did not so much “fracture” as inspire and infuse environmental, anti-war, and women’s rights movements. Self-defense within a “non-violent” movement was a given. Sexism, classism, and other forms of exploitation operated alongside demands for racial equality. In this course, students will read and discuss recent scholarly treatments of civil rights movements in the U.S. post-1945 and Atlanta in particular. We will closely examine historians’ research questions, methods, and arguments, and explore change in scholarly emphasis over time. And students will take advantage of the Atlanta area’s rich archival holdings to research and write an article-length senior thesis that contributes to the scholarly conversation on Atlanta’s civil rights movements.

Seminar Title: The Influence of Sports and Games in world Society and Culture
Instructor: Dr. Elsa Nystrom (enystrom@kennesaw.edu)
From 800 BCE to the present, sports and games have played an important role in shaping World cultures. The history of why and how sports were played has changed over time from being part of a religious ceremony to a huge business enterprise. In the postmodern era, audience, participation, and the influence of sports have increased exponentially due to mass media. The seminar will look at sports in different context: the Olympics, ancient and modern, sports as preparation for war, sports that promote cultural identity such as American football and soccer, and many others.

Seminar Title: Women and War: Personal Accounts of Wars and Conflicts in the 20th century
Instructor: Dr. Katya Vladimirov (kvladimi@kennesaw.edu)
Most of the good history being taught and written today looks at the whole range of human activities, making an effort to place them in solid historical context. Since the historical doings of women have been often overlooked, or ignored, or poorly researched, we mainly have had a history that is seen through only “a half-opened window.” This class is an effort to flesh out the historical reality of the lives of the half of humanity which has to be thoroughly researched and written about.

Rather unfortunately wars have been a permanent part of human history. Women were rarely passive observers. Victims and guerrilla fighters, war heroes and martyrs, nurses and pilots, dissidents and activists, mothers and daughters, they were an important and often essential component. Who were these women? How did they see themselves? What did they think about violence and war? Were their roles assigned or adopted? How did their lives change afterwards and how did it change the world? We will examine these and other questions looking at women’s participation in international wars and conflicts of the 20th century, such as World War I and II, the Stalinist purges and Gulag, the Holocaust, revolutions in Central America, wars in Africa, former Yugoslavia, and Iraq. We will also examine the rhetoric and iconography of war using lots of primary sources and scholarly research on the subject.
**Fall 2013**

**Seminar Title: Irish Nationalism and Rebellion**  
**Instructor: Dr. Bryan McGovern** ([bmcgover@kennesaw.edu](mailto:bmcgover@kennesaw.edu))

British imperialism in Ireland, which began in the 12th century and gained dominance during the Protestant Reformation, generated a hostile response by the native people. However, it was not until the 18th century that colonialism produced a nationalist reaction based on the creation of an Irish state. Various nationalist organizations with different means, including rebellion, and different goals have been established over the past two hundred and fifty years to combat British colonialism. Students will examine the secondary and primary sources, as well as the historical debates related to Irish nationalism and rebellion, in preparation for creating an article-length essay (senior thesis).

**Seminar Title: The Civil War Home Front**  
**Instructor: Dr. Brian Wills** ([bwills2@kennesaw.edu](mailto:bwills2@kennesaw.edu))

Gettysburg needs little elaboration for its significance to the individual whose historical interests embrace the American Civil War. Less is known of the ways in which the conflict that tore the United States asunder from 1861 to 1865 impacted those who were not direct combatants on such fields. Civilians experienced the alterations in the nature of the war as fighting passed from year to year and brought the “hard hand of war” to communities and individuals across the South, throughout the border regions, and at such distant and unlikely locales as St. Albans, Vermont. This course will allow students to delve into the Civil War as noncombatants lived through and remembered it.

**Spring 2014**

**Seminar Title: US in World Affairs, 1914-1990**  
**Instructor: Dr. Jim Piecuch** ([jpiecuch@kennesaw.edu](mailto:jpiecuch@kennesaw.edu))

This seminar covers the history of American diplomacy from 1914-1990. Topics include American involvement in World Wars I and II, the Cold War, and U.S. interventions in Korea and Vietnam. Key elements that shaped American policy in this era including presidential leadership, political and ideological factors, economic interests, and external threats to American security will be emphasized.

**Seminar Title: Crusades and Crusaders 1000-1700**  
**Instructor: Dr. Paul Dover** ([pdover@kennesaw.edu](mailto:pdover@kennesaw.edu))

This course offers a study of the phenomenon of religiously sanctioned war in Europe and the Near East in the medieval and early modern periods. It seeks to de-sensationalize the topic by placing it firmly within its historical context. It also aims to understand the origins, course and ideological underpinnings of holy war by engaging the chief historiographical debates and examining original sources that reflect an array of religious and cultural perspectives.

**Seminar Title: The Early Modern Witch Craze**  
**Instructor: Dr. Kay Traille** ([etraille@kennesaw.edu](mailto:etraille@kennesaw.edu))

The historical subject matter of the witch craze with special reference to the Salem witch trials will be examined in detail. This class will draw on the large range of secondary literature on the Salem witchcraft trials to examine a range of key questions about the Early Modern “witch-craze”. What were witches accused of, and how did this relate to what they actually did? What triggered witch-hunts? Did witch-hunting represent a war of the sexes, a campaign of social control, or neither? Who believed in witchcraft? Who was skeptical about it and how did ideas about the “damned art” change in the course of the period?
Previous Senior Seminars

Fall 2012

**Seminar Title:** Translation, Evangelism, and Intellectualism: African Christianity Since the 19th Century  
**Instructor:** Dr. Ryan Ronnenberg ([pryan@kennesaw.edu](mailto:pryan@kennesaw.edu))

Christianity has assumed a number of different forms in African history including colonial handmaiden, rationale for labor exploitation as well as source of inspiration and ethnic/tribal identification. This course will explore in stages Christianity as an important driving force in the last two centuries for sub-Saharan Africa. First, the course will briefly survey belief systems with their roots in African communities prior to the 19th century. Second, it explores the missionary experience, the cultural conversation occasioned by biblical translation, and the establishment of mainline churches. Lastly, the course will discuss syncretic spiritualist churches movements in Eastern and Southern Africa.

**Seminar Title:** The Hovering Giant: The USA and Nation Building in the Americas, 1836 - 1959  
**Instructor:** Dr. Alan LeBaron ([away5@kennesaw.edu](mailto:away5@kennesaw.edu))

Between 1836 and 1959 the United States went from being a minor world power to becoming the world's greatest power. The Rise of the United States to global power began in the Americas; and establishing and maintaining power and influence over American neighbors to the South would remain key to US economic, political, and military policy. Starting with the takeover of much of Mexico, and ending with the Cuban Revolution in 1959, this seminar examines the role of imperialism and nation building, and seeks to understand the true intentions and consequences of US actions in the Americas.

**Seminar Title:** Southern History in Shades of Green  
**Instructor:** Dr. Albert Way ([away5@kennesaw.edu](mailto:away5@kennesaw.edu))

This course will examine the U.S. South through the lens of environmental history. In short, environmental history is the study of the interaction between humans and nature over time. Environmental historians assume that in order to understand the past we must also understand how people have interacted with the natural world – how they have shaped the nature around them and how they have been shaped by it. We are also interested in ideas about nature, in how our understandings of the natural world have affected our relationships with it. In this course we will reexamine many of the traditional topics of southern history from this perspective of environmental history. The course is reading and writing intensive, and students will write an original research paper using primary sources.

Spring 2012

**Seminar Title:** The Biography in Black History  
**Instructor:** Dr. Seneca Vaught ([svaught3@kennesaw.edu](mailto:svaught3@kennesaw.edu))

Using autobiographical writings as primary sources, historians can gain insight into some of the most fascinating developments and intellectual challenges of Black History. This course discusses how reading and writing about race in the personal narrative presents major problems and possibilities for the historian. We will engage biographical writings that address common racial themes in the black histories of the Americas, Europe, and Africa. We will discuss various subgenres of black narratives, policy and political narratives, captivity narratives, and the memoir. Students will choose paper topics that emphasize one of the seminar themes, conduct research using primary sources, and write an original seminar-length paper in narrative biography format.

**Seminar Title:** The Early Reformation  
**Instructor:** Dr. Paul Dover ([pdover@kennesaw.edu](mailto:pdover@kennesaw.edu))

This course addresses the question of why the Protestant Reformation occurred when (the 16th Century) it did. It profiles the vibrant and diverse religious culture of western Christianity in the late Middle Ages and explores the theological, doctrinal, institutional, and personal origins of religious dissidence and revolt. Special attention is paid to the figures of Erasmus, Luther, and Zwingli and to debates over church polity, personal piety, Christian community, and the interface between church and state. Students conduct extensive reading both in contemporary primary source material and in recent scholarship on the Reformation, with a view to producing a ca. 30-page piece of original research.
Fall 2011

Seminar Title: Heretics and Martyrs  
Instructor: Dr. Gerrit Voogt (gvoogt@kennesaw.edu)  
This course will examine heretical movements in Europe in the 13th - 16th centuries, from the Cathars to the Anabaptists. The focus will be both on the persecutory mindset and motivations, as well as on the motivation of the martyrs - since one side's heretic was the other side's martyr. During the first weeks we will lay the groundwork by studying and discussing common readings on the whole period, providing the context and orientation for the construction of the senior theses. Then, the student prepare and write their theses, meeting regularly to critique drafts.

Seminar Title: Georgia in the New South  
Instructor: Dr. David Parker (dparker@kennesaw.edu)  
This seminar covers the social, cultural and political history of post-Reconstruction Georgia. Readings will include a number of articles from the Georgia Historical Quarterly.

Spring 2011

Seminar Title: Labor in the Twentieth Century South  
Instructor: Dr. Randy Patton (rpatton@kennesaw.edu)  
In this course, we will explore major themes in the labor history of the modern South. Students will become familiar with major works of historiography in the field, develop a topic within the field, conduct research in primary sources, and write a major research paper. Students should also become familiar with local resources for the study of labor history, including the Southern Labor Archives.

Seminar Title: Women and War  
Instructor: Dr. Katya Vladimirov (kvladimi@kennesaw.edu)  
Course Description: Throughout history, the business of war has generally been the preserve of men. In the 20th century, however, the role of women in the armed forces began a process of transformation that is still happening to this day. In the Red Army during World War II, women served as pilots, tank crew, infantry, snipers and military police. Women now served in an increasingly wide range of jobs, including positions as jet fighter pilots in the Royal Navy, RAF and US Air Force. We will explore women's role in the military during the time of war and analyze how they had changed modern day societies. In addition, we will compare various case studies of women at the home front and female civilians as casualties of war and victims of genocides.

Fall 2010

Seminar Title: The United States in World Affairs, 1914-1990  
Instructor: Dr. James Piecuch (jpiecuch@kennesaw.edu)  
Course Description: This course will cover the history of American diplomacy from 1914-1990. Topics will include American involvement in World Wars I and II, the origins and progress of the Cold War, and the U.S. interventions in Korea and Vietnam. Key elements that shaped American policy in this era including presidential leadership, political and ideological factors, economic interests, and external threats to American security will be emphasized. Students will read a variety of works on these subjects in preparation for researching and writing an article-length essay (the senior thesis).

Seminar Title: China in the Western Imagination  
Instructor: Dr. Jiayan Zhang (jzhang3@kennesaw.edu)  
Based on source materials such as the travels of Marco Polo, accounts of Jesuit missionaries, works of Enlightenment thinkers, imperialists' reports in the nineteenth century, stereotyped images of Chinese in Hollywood movies, personal observations of Red China, and information on the Rising Dragon, this seminar will explore how western understanding or imagination changed from the thirteenth century to the twenty-first. This will be an intensive reading and writing course (resulting in a senior thesis), but all of these materials are in English, so students do not have to know Chinese.
Spring 2010

Seminar Title: A History of American Suburbs
Instructor: Dr. Thomas A. Scott tscott@kennesaw.edu

The majority of the U.S. population now lives in suburban areas. But it wasn’t that way until relatively recently. While suburbs can be found in America as far back as 1820, the movement to suburbia reached tidal proportions only about fifty or sixty years ago. In his 1985 classic, Crabgrass Frontier: the Suburbanization of the United States, Kenneth T. Jackson defines suburbanization “as a process involving the systematic growth of fringe areas at a pace more rapid than that of core cities [and] as a lifestyle involving a daily commute to jobs in the center.” Even in 1985, the latter part of that definition had become limiting, as jobs moved out of the inner cities to the suburbs, as suburbs became demographically diverse, and as the fringe areas increasingly took on urban characteristics. Among other things, this course will examine the role of technology, architecture, developers, idealists, and planners in creating a suburban nation. We will also look at the sometimes unintended consequences of government programs in creating sprawl, isolation, urban decline, white flight, and other metropolitan problems. The class will read a number of books and articles, including Kenneth Jackson’s Crabgrass Frontier; Dolores Hayden’s Building Suburbia: Green Fields and Urban Growth, 1820-2000; Rosalyn Baxandall and Elizabeth Ewen’s Picture Windows: How the Suburbs Happened; Andres Duany, Elizabeth Plater-Zyberk, and Jeff Speck’s Suburban Nation: The Rise of Sprawl and the Decline of the American Dream; and Matthew Laslett’s The Silent Majority: Suburban Politics in the Sunbelt South. Students will write an original research paper using primary sources.

Seminar Title: The Age of Imperialism
Instructor: Dr. Akanmu Adebayo aadebayo@kennesaw.edu

This course is a discourse on imperialism. Although imperialism has been a part of human history since the rise of ancient empires and civilizations, the course will concentrate on the phase termed the “Age of Imperialism,” from the late nineteenth to the middle of the twentieth centuries; and it will focus on the causes and consequences of European imperialism in Africa. Students should be prepared to read, critique, and articulate the central ideas, theories, and controversies on imperialism. Students are also required to research and write a senior thesis on any topic related to the “Age of Imperialism,” using published and unpublished primary sources.

Fall 2009

Seminar Title: Black Death
Instructor: Dr. Paul Dover (pdover@kennesaw.edu)

Semester-long examination of the course, causes and consequences of the catastrophe that killed upwards of half of the Eurasian population in the late Middle Ages. Extensive reading in the many debates surrounding the disease's epidemiology and its effects on social institutions and cultural mentalities. Students will produce an original research essay on the course's subject matter based on their treatment of primary sources. Reading and writing intensive.

Seminar Title: Georgia History since 1733
Instructor: Dr. David Parker (dparker@kennesaw.edu)

This senior seminar covers Georgia History from 1733 to the present. The first few weeks of the course will be based on discussions of common readings, giving students the necessary background for their senior theses. During the remainder of the semester, students will research and write their theses, which can be on any aspect of Georgia history. We will meet regularly to critique drafts and discuss individual research.

Spring 2009

Seminar Title: History of American Suburbs
Instructor: Dr. Thomas A. Scott (tscott@kennesaw.edu)

The majority of the U.S. population now lives in suburban areas. But it wasn’t that way until relatively recently. While suburbs can be found in America as far back as 1820, the movement to suburbia reached tidal proportions only about fifty or sixty years ago. In his 1985 classic, Crabgrass Frontier: the Suburbanization of the United States, Kenneth T. Jackson defines suburbanization “as a process involving the systematic growth of fringe areas at a pace more rapid than that of core cities [and] as a lifestyle involving a daily commute to jobs in the center.” Even in 1985, the latter part of that definition had become limiting, as jobs moved out of the inner cities to the suburbs, as suburbs became demographically diverse, and as the
fringe areas increasingly took on urban characteristics. This course will examine how America became a suburban nation, how American suburbs have evolved over time, and how suburbs in the U.S. compare to those of other parts of the world. The class will read a number of books and articles, including Kenneth Jackson’s *Crabgrass Frontier*, Dolores Hayden’s *Building Suburbia: Green Fields and Urban Growth, 1820-2000*, and Matthew Lassiter’s *The Silent Majority: Suburban Politics in the Sunbelt South*. Students will write an original research paper using primary sources.

**Seminar Title:** England under Elizabeth I  
**Instructor:** Dr. Paul Dover (pdover@kennesaw.edu)  
Course Description: An examination of reign and realm of Elizabeth I of England (1559-1603). Extensive reading in the debates surrounding Elizabeth's style of rule, conduct of foreign affairs, and religious policy. Students will produce an original research essay on the course's subject matter based on their treatment of primary sources. Reading and writing intensive.

**Fall 2008**

**Seminar Title:** America in The Gilded Age and Progressive Era  
**Instructor:** Dr. David B. Parker (dparker@kennesaw.edu)  
Course Description: This chronological course covers American history in the late 19th and early 20th centuries. Topically, the course is broad, examining political, social, cultural, intellectual, and economic matters, as well as foreign policy. The first six weeks of the course will be based on discussions of common readings, giving students the necessary background for their senior theses. During the remainder of the semester, students will research and write their theses, which can be on any aspect of America in the Gilded Age and Progressive Era. We will meet regularly to critique drafts and discuss individual research.

**Seminar Title:** The Influence of Sport on World History and Culture  
**Instructor:** Dr. Elsa Nystrom (enystrom@kennesaw.edu)  
From the ancient world to modern times, sport has played an important role in many societies. In this course we will look at how many societies used sport as both entertainment and method of social control; moving from ancient Greece and Rome to 20th century Europe, Latin America and Africa.

**Spring 2008**

**Seminar Title:** The Confederate Experience  
**Instructor:** Dr. J. D. Fowler  
This course is designed to acquaint students with the history of the Southern Confederacy and guide their selection of a senior thesis topic. Although the birth and death of the Southern Republic was a political and military event, political decisions grow out of the needs and experiences of ordinary people. We will, therefore, be paying close attention to the experiences of soldiers and civilians, whites and blacks, and men and women of all social classes, emphasizing regional, racial, class, and gender conflicts within the republic. Therefore, students will be encouraged to explore a broad range of potential research topics in both military and nonmilitary aspects of the Confederate experience. Indeed, the range of possible topics will be limited only by available sources. We will devote the first weeks of the course to class readings and discussions, laying the groundwork for the selection of research topics. For the remainder of the semester, students will conduct their research and write their papers. The class will continue to meet on a regular basis to discuss the progress of their research and writing, critique drafts of their colleagues’ papers, and assess how their individual research relates to the larger issues in the scholarship of the Confederacy.
Seminar Title: Women and War: Personal accounts of wars and conflicts in the 20th century.
Instructor: Dr. Katya Vladimirov (kvladimi@kennesaw.edu)
Most of the good history being taught and written today looks at the whole range of human activities, making an effort to place them in solid historical context. Since the historical doings of women have been often overlooked, or ignored, or poorly researched, we mainly have had a history which is seen through only “a half-opened window”. This class is an effort to flesh out the historical reality the lives of the half of humanity which has to be thoroughly researched and written about. Rather unfortunately wars have been a permanent part of human history. Women were rarely passive observers. Victims and guerrilla fighters, war heroes and martyrs, nurses and pilots, dissidents and activists, mothers and daughters, they were an important and often essential component. Who were these women? How did they see themselves? What did they think about violence and war? Were their roles assigned or adopted? How did their lives change afterwards and how did it change the world? We will examine these and other questions looking at women’s participation in international wars and conflicts of the 20\textsuperscript{th} century, such as World War I and II, the Stalinist purges and Gulag, the Holocaust, revolutions in Central America, wars in Africa, former Yugoslavia, and Iraq. We will also examine the rhetoric and iconography of war using lots of primary sources and scholarly research on the subject.

Fall 2007

Seminar Title: The History of Sport in America from Colonial Times to the Present
Instructor: Dr. Elsa A. Nystrom (enystrom@kennesaw.edu)
In this seminar students will look at the influence of sport and sporting events in American history through selected readings, film and discussion. Topics covered will include individual and participatory sports in the 18\textsuperscript{th} and 19\textsuperscript{th} century such as hunting, horse racing, bicycle racing and pedestrianism, the growth of team and spectator sports in the 19\textsuperscript{th} and 20\textsuperscript{th} centuries and the creation of fan culture. In addition, we will look at the impact of the Olympics and the concept of patriotism and sport, cheating to win, and the role of the media in sports promotion. We will also watch and discuss a selection of the most outstanding American sports films. Students will write their seminar paper on a topic selected from one of these areas.

Seminar Title: History through War Cinema
Instructor: Dr. Katya Vladimirov (kvladimi@kennesaw.edu)
This course will introduce some of the most famous war films, and some less familiar ones, from the US and Europe. Each war has developed its own kinds of war movies, from World Wars I and II to the Vietnam conflict and the wars in the Balkans and in Chechnya. Each country has developed its own cultural understanding and interpretation of a war as part of its history through these movies. The films will be used to introduce how to “read” films as part of cultural history and think critically about their content. Scenes from each war will be compared to the “real history” behind the film, to pose questions about how history can be written and rewritten in films. Topics to be addressed include: cultural stereotypes of heroes, villains, and victims; different countries’ takes on the same war experience; adaptations; the politics of war films; rewriting history through war movies; anti-war films; how to read point of view and cultural perspectives out of movies.

Summer 2007

Seminar Title: History of Higher Education in the United States
Instructor: Dr. Thomas A. Scott (tscott@kennesaw.edu)
A semester-long seminar on the evolution of American colleges and universities from the small liberal arts schools of the colonial era to the proliferation of research institutions, state universities, and junior colleges in the late twentieth-century. We will use John Thelin’s History of American Higher Education as a textbook. In addition we will read selections from a wide variety of books and articles posted on Vista or available online. Students will write an original research paper using primary sources.

Spring 2007

Seminar Title: The Black Death
Instructor: Dr. Paul Dover (pdover@kennesaw.edu)
A semester-long examination of the course, causes and consequences of the catastrophe that killed upwards of half of the Eurasian population in the late Middle Ages. Extensive reading in the many debates surrounding the disease's epidemiology
Seminar Title: America in the Gilded Age and Progressive Era  
Instructor: Dr. David B. Parker (dparker@kennesaw.edu)
This chronological course covers American history in the late 19th and early 20th centuries. Topically, the course is broad, examining political, social, cultural, intellectual, and economic trends, as well as foreign policy. The first six weeks of the course will be based on discussions of common readings, which will give students the necessary background for their senior theses. During the remainder of the semester, students will research and write their theses, which can be on any aspect of America in the Gilded Age and Progressive Era. We will meet regularly to critique drafts and discuss individual research.

Fall 2006

Seminar Title: Daily Life and Culture in the Old South  
Instructor: Dr. John D. Fowler
This course is designed to acquaint students with the everyday life in the Antebellum South and guide their selection of a senior thesis topic. The readings will cover a variety of subjects, including myths and facts about southern society and culture, slavery, and the strengthening of southern distinctiveness. Although political and economic events will be discussed, this course will focus primarily on the social and cultural dimensions of early southern society. Therefore, in order to understand this society’s evolution, we must explore the needs, desires, and experiences of the region’s various ethnic, racial, and socioeconomic groups as well as the role of gender. We will devote the first weeks of the course to class readings and discussions laying the groundwork for the selection of research topics. For the remainder of the semester, students will conduct their research and write their papers. The class will continue to meet on a regular basis to discuss the progress of their research and writing, critique drafts of their colleagues’ papers, and assess how their individual research relates to the larger issues in the scholarship of Southern history.

Seminar Title: Fairy Tales and Popular Folklore: Historical and Cultural Analysis  
Instructor: Dr. Katya Vladimirov (kvladimi@kennesaw.edu)
A comparative study of the folk and fairy tales from around the world (British, German, Asian, Scandinavian, Spanish, Russian, and others). This course provides a simultaneous introduction to the folklore and fairy tale genres and the interpretation of fairy tales and the folklore in historical context. Both genres have been documented widely across history and geography, facilitating a comparative perspective on historical change. Folklore and fairytales have been persistent in form and content and they continue to be recycled in an enormous range of contemporary cultural forms. While all tales are based on a traditional foundation of narrative themes, motifs that are arranged into tale types, the specifics of each re-telling are historically and culturally bound, and a comparison of the differences as well as the similarities across telling and across time and space can reveal complicated discourses on gender and familial relationships, class structure, and sexuality. A goal of this course is to analyze the origins and function of the tale, their role in socialization, to extract patterns and to locate British, German, Russian, Japanese, Scandinavian and other folk and fairy tales in their social and historical contexts. Among the topics we will discuss heroes and villains, wonderful beasts and goblins, vampires, magic and magicians.

Spring 2006

Seminar Title: The South since World War II  
Instructor: Dr. Randall Patton (rpatton@kennesaw.edu)
This seminar will offer students an opportunity to examine the recent history of the American South in depth. The seminar will open with several weeks of common readings so that students will be able to place their research within a broader context. Students will first become familiar with the broad interpretations of the South’s history—continuity versus change, the search for a central theme, etc. Students will then engage in a series of selected readings on various topics of interest within the broader field of southern history—race, economic development, politics, etc. Some of the common readings will be drawn from the general historiography of the South since the Civil War. Students will choose paper topics that emphasize events/developments during or after World War II. After the introduction to historiography, students will conduct research and write a major paper based chiefly on primary sources. The class will continue to meet so that students may share their progress and exchange ideas.