



# Newsletter

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We're also on Facebook.  
Check out the "[I <3 the Macalester History Department](#)" Facebook [page](#).

## News and Announcements

### Talk by Scott Shoemaker

Scott Shoemaker joined the Senior capstone students on October 8 to speak about his work. His talk was called "eehšaliaanki niyooaani (we feed ourselves): Indigenous Seeds, Knowledge, and Sovereignty". He began by talking about the relationships of stories, food (particularly corn), language revitalization and the concept of sovereignty within his community (Miami of Indiana and Oklahoma) and then used that as a spring board to talk about his work at the Science Museum curating the Indigenous heirloom seed collection and the broader issues of Indigenous sovereignty, intellectual/property rights, food sovereignty, and museums. Scott shared his own personal stories, the histories of his community and other indigenous peoples and insights about how sovereignty is defined.

### Ryan Skinner Event

On October 9 Ryan Skinner, assistant professor of ethnomusicology at Ohio State University, shared his knowledge of African ethnomusicology in the context of oral history with students in the African Life Histories class and with Professor Sowah Mensah's African Music class. Ryan plays the Kora, a Malian instrument that is commonly played during recitation of oral historical narratives and in other public and private performance contexts. Here is a link to his website:

<http://music.osu.edu/people/skinner>

### Career Development Center Roundtable Lunch



On October 15 Kate Larson of the CDC met with History majors for a lunch to assist with long and short-term career goals. At this Roundtable, Kate gave an overview of the CDC's available services and answer questions about how to approach making those goals attainable. [The CDC web site can be found here.](#)

### Campstone

History majors in the Senior Capstone Seminar had a memorable experience at a camping field trip in mid-October we are calling "Senior Campstone," both in terms of fun (campfire singing, great company) and learning (visiting the New Ulm Historical Society and St. Peter)

The capstone focus has been on history, migration and memory this fall and they have been studying the state commemoration of the 1862 Dakota War. We've invited local experts to speak to the classes and our students have been given assignments to go off campus to visit exhibits, sites of memory, and commemorative events around the Twin Cities.

On October 19-20 they headed south to New Ulm where they camped out at Flandreau State Park and had a chance to learn about Dakota cosmology and landscapes on night walks and around an evening campfire. They then visited New

Ulm and Traverse de Sioux which are now staging commemorative exhibits and are significant historic sites of memory related to the events of 1862.

**Talk by Daniel Spock on the U.S.-Dakota War Exhibit**

Daniel Spock, director of the Minnesota History Center, spoke on Monday, November 5. He joined the History Senior Seminar to discuss the Minnesota History Center's engagement with multiple communities around the history of the U.S.-Dakota War; the creation of the U.S.-Dakota War exhibit; and his journey into public history.

**Registration for Spring Begins November 12**

What History courses will you take?

HIST 110	Introduction to European History: Europe between the Wars	MWF	12:00 pm- 01:00 pm	MAIN 002	Eric Roubinek
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Political crisis and conflict, cultural creativity, mass movements and mass media, powerful economic progress coupled with severe economic depression, total war and forced population movements--the first half of the twentieth century was awash with the most exciting political, social and cultural innovations and the most deadly wars and genocides. In this course, we will examine many aspects of European history in the period, from intellectual and cultural events to economics and diplomacy as they developed between the relative calm of the First and Second World Wars. We will also place this history in a global context by exploring Europe's connections to the larger world, especially the European "periphery" in Anatolia and the Middle East and the colonies in Africa and Asia. While learning the history of interwar Europe from these many perspectives, we will also develop an understanding of how historians interpret the evidence that they gather and thereby reconstruct the past.

HIST 136	American Violence 1800 to 1865: Warfare from Early Republic to the Civil War	MWF	09:40 am- 10:40 am	MAIN 002	Eric Otremba
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HIST 181	Introduction to Latin America and the Caribbean	MWF	10:50 am- 11:50 am	MAIN 011	Andrea Moerer
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\*Cross-listed with LATI 181-01\* What is Latin America and how was it constructed? We will answer this question by surveying Latin American history from the time of its "discovery" (15th century) through current times, focusing on large-scale events as well as small-scale actions which created Latin American society. We will learn the history of Latin America by questioning geographic, social, and political borders through looking at transnational modes of control, cultural production, and dualities such as modernity and tradition. Students will gain competency in essential Latin American history and geography. Furthermore, we will discuss countries, looking critically at nation-states through thematic categories of analysis, challenging their boundary primacy, and conceiving of borders in other Latin American contexts.

HIST 190	Women's History through Oral History	MWF	10:50 am- 11:50 am	MAIN 009	Catherine Batza
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Oral history lies at the heart of this course, which will consist of two complementary components. Through various readings, we will explore the different uses of oral history in a handful of important women's history works. These assignments will paint a broad picture of women's lives in the post-WWII United States, while also illustrating how race, class, and sexuality have informed women's lives and history. While becoming

more acquainted with the importance of oral history in the field of women's history, we will also be honing our own skills as oral historians. This course will provide a solid grounding in oral history theory and then develop your skills as an oral historian through a series of assignments that will guide you through the process of preparing, conducting, and analyzing an oral history of your own. By examining existing works that draw upon oral history and exploring the craft of oral history as a research method, this course will provide you with a broad understanding of both recent women's history as well as the importance and value of oral history as a tool.

HIST 194-01	Going Global: The Experiment of World History	TR	01:20 pm- 02:50 pm	MAIN 002	Karin Velez
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What broad patterns do we see repeated across human cultures and eras? How do current international concerns shape the way we perceive these patterns, and retell the past? This course is an introduction to the youngest and boldest experimenters in the discipline of history: global historians. We follow these trail-blazers to every corner of the planet and across the grandest expanses of time, all the way from the emergence of Homo sapiens to the year 2012. Such a sweeping survey of human history invites us to look beyond chronological, national, cultural and geographic boundaries. It also forces us to sharply rethink the methodology of traditional historians. Throughout our critical survey of world history, we will assess the usefulness (and potential outdatedness) of the concepts of civilization, empire, revolution, and global networks.

HIST 234-01	American Environmental History	MWF	02:20 pm- 03:20 pm	OLRI 205	Ryan Edgington
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\*Cross-listed with ENVI 234-01; first day attendance required; permission of instructor required for ACTC students

HIST 244-01	US Since 1945	TR	03:00 pm- 04:30 pm	MAIN 009	Peter Rachleff
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This course explores "the long 1960s," a period in which social movements confronting racism, sexism, inequality, and war interwove with new cultural formations. No sooner had the Keynesian state and its demand-driven economics taken hold in the post-World War II United States than a series of challenges arose -- from a business leadership which was threatened by the new power of unions; a political establishment which was threatened by the power of the New Deal coalition and its inclusion of the left, particularly the Communist Party; African Americans and Latinos who were unwilling to sit by as the Keynesian tide lifted all boats but theirs; women who were unwilling to settle for second class citizenship, from the workplace to the political arena; and young people who were unwilling to serve as cannon fodder for yet more wars and who came to question the very culture of consumerism that was underpinned by Keynesianism's demand-driven economics. At key moments over the course of the 1960s and early 1970s, these currents intermingled, sometimes undercutting each other, sometimes inciting each other; and sometimes these movements threatened to meld into a movement which challenged the direction of U.S. society from top to bottom and from the public sphere to the private sphere. We will use a variety of texts, readings, films, and music to explore these movements, their contexts, their roots, their courses, and their consequences. This course is appropriate for students with no prior experience in college-level history.

HIST 260-01	Rise/Fall of Tsarist Russia	MWF	02:20 pm- 03:20 pm	MAIN 111	Peter Weisensel
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HIST 275-01	The Rise of Modern China	TR	09:40 am-	MAIN 011	Yue-him Tam
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11:10  
am

\*Cross-listed with ASIA 275-01\*

HIST 294 -01	Race, Nation and Genocides in the Modern World	MWF	09:40 am- 10:40 am	MAIN 011	Eric Roubinek
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This course is designed to introduce students to one of the most troublesome and unnerving aspects of the modern world: the systematic exclusion and killing of populations defined by ethnicity, nationality, or race. Genocides are not the only form of political killings, and are certainly not the only form assumed by violations of human rights. They have existed in some fashion since the beginning of recorded history. But in the modern world, genocides have become more systematic, more extensive, and more deadly. In response to these and other forms of crimes against humanity, new human rights standards have arisen. The effort to define and prosecute genocides is now a major aspect of international law. In this course, we will examine the meaning of terms like genocide and crimes against humanity, and the historical development and contested nature of the categories ethnicity, nationality, and race. We will then explore a number of cases, starting with the Armenian Genocide and then move on to genocides of indigenous peoples in Africa, Australia, and North America; the Holocaust; and more contemporary atrocities in Rwanda, ex-Yugoslavia, and Darfur. We will also explore the emergence of human rights standards in response to genocides and other crimes against humanity. Readings will include a variety of historical studies as well as memoirs and eyewitness accounts. Through films and published accounts, we will also discuss the problem of representing extreme violence.

HIST 294 -02	"The Garden in the Machine": The City and Nature in the Long 20th Century	MWF	03:30 pm- 04:30 pm	MAIN 002	Andrea Moerer
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\*Cross-listed with LATI 294-01\* With Latin America's extreme urbanization and traditional socio-cultural divisions among city and country, this course questions nature in Latin American urban areas: how it has existed, changed, and been perceived and represented. After some foundational non-area specific readings, we will read and look at examples from the latter 19th through the 20th century. Visual (including film, photographic and painted images, species of flora and fauna, maps, and monuments) and literary products will be important sources for class discussion and for individual case studies students design.

HIST 294 -03	Slavery and Abolition during the Age of Revolution	MWF	12:00 pm- 01:00 pm	MAIN 009	Eric Otremba
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"What, to the American slave, is your Fourth of July?"  
—Fredrick Douglass

Throughout the eighteenth century the Atlantic world of Europe, Africa, and the Americas witnessed two parallel developments. One was the genesis and cultivation of sentiments on individual liberty and the concept of basic human rights. The second was a dramatic expansion in slave-based work regimes throughout the New World. By the 1770s, tensions between these antithetical movements reached a breaking point, and the result was several decades of unprecedented social upheaval across the Atlantic basin. Studying this turmoil and its effects on the New World's many slave societies will be the focus of this course. Topics will include: the development of an international slave-labor system; the birth of ideas on individual rights; the many forms of slave resistance in the New World; how slaves appropriated and incorporated ideas on human rights into their resistance strategies; the development of an international movement for slavery's Abolition; how slaves and slavery worked to shape Atlantic ideas on freedom more broadly; and the central role of the

Haitian Revolution within global history during this period.

HIST 294 -04	Religion and the US Founding: Contests over the Place of Religion in Politics	MWF	01:10 pm- 02:10 pm	MAIN 001	Eric Otremba
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Few debates are more ubiquitous (or often shrill) in contemporary American politics than whether we inhabit a Christian, Judeo-Christian, religious, or secular nation. Central to this debate is the role religion is thought to have played, or not played, in the founding of the country: what were the intentions of the so-called "Founding Fathers"? For some, the founders were pious and devout men intent on constructing an explicitly Christian nation; for others, they were borderline atheists who envisioned a strict separation of church and state. The historical reality is, as it so often is, much more complex than either side readily admits. Burdened by anachronism, presentism, and oversimplification, this debate is in dire need of thoughtful historical exploration from a variety of angles. This is the work that we will perform in this course. We will not only examine and contextualize the complex, conflicting, and often changing views of the founders themselves, but we will also trace the development of this debate over time. How and why has the struggle over the place of religion in politics taken the form that it has? What, if at all, is the founders' relevance for the present?

HIST 294 -05	Sex and the City: Gender, Sexuality, and Urban Life	MWF	02:20 pm- 03:20 pm	MAIN 002	Catherine Batza
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This course examines gender and the urban world from the period of industrialization (late 19th century) to the present. Readings, written assignments, audio-visual assignments, and discussion will uncover the ways in which sexuality has shaped city life and vice versa in America. Central to our examination will be understanding how race, class, and sexuality have impacted historical experiences urban life. Through course readings, primary (archival) sources, online resources, and discussion, we will focus on the following themes: commercialization of sexuality, relationships between work and sexuality, (re)enforcing and challenging sexual norms, the idea of the city as a place for personal freedom and institutional oppression for both men and women. Within each of these themes, we will examine the relationship between race, class, sexuality, and gender in the urban world over time.

HIST 294 -06	Wars on Poverty	MWF	03:30 pm- 04:30 pm	MAIN 010	Catherine Batza
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Four questions drive this course: 1. How have public policies created, reinforced, and challenged the oppression of people on the basis of race, gender, sexuality, and class over time? 2. What strategies and tactics have people in poverty used over time and how are they related to those in other social and political movements? 3. How has the role of the state in addressing issues of poverty evolved over the 20th century? 4. How and why does the social conception of poverty look different with regard to gender, race, and sexuality at different points in history? In this class we will examine poverty from many different angles and from many different periods, including the present to better understand the ways in which structural forms of racism, sexism, homophobia, and able-ism shaped the past and continue to inform the present.

HIST 294 -07	Global Encounters in History: China and Africa	TR	03:00 pm- 04:30 pm	THEATR 204	Jamie Monson
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Is China a "new colonial power" that threatens to gobble up Africa's natural resources? Or does China offer an alternative development model that results in a "win-win" relationship for African nations starting to "look East?" Both sides in this heated current debate about China and Africa have overlooked the critical

historical dimensions of China-Africa engagement. In this course we will begin by exploring the long history of interaction between Africa and East Asia, from the time of early sailing ships in the Indian Ocean through the Afro-Asian solidarities of the Cold War. We will focus specifically on the relationship between the People's Republic of China and African nations, from the 1960s through to the present day. We will place these relations in context, not only historically but also in terms of global processes of economic, social and cultural interaction. We will use written texts, film and visual media, poetry, life stories and other resources to understand China-Africa relations from the perspective of everyday, lived experience. Each student will also carry out a research project on an individual topic.

			01:20		
HIST 294	History of Latinos	TR	pm-	MAIN	Peter
-08	in the US		02:50	009	Rachleff
			pm		

The U.S./Mexican border has long been an inexact, contested, and uncomfortable dividing line for Latinos. This course will begin in the 17th and 18th centuries, as an expanding Spanish presence in the western hemisphere engaged with indigenous people south and north of the Rio Grande River. We will explore the course and consequences of the U.S.-Mexican War of the 1840s, the Treaty of Guadeloupe Hidalgo, and the reconstitution of the U.S. southwest as "Occupied America" (Acuna). We will follow the initial wave of Mexican immigration into the U.S. in the 1910s-1920s, the formation of Mexican-American communities, the pressures for repatriation during the Great Depression, and the evolution of the bracero program. We will also trace and analyze the emergence of Mexican-American political, labor, and social movements, as well as the shaping of Mexican-American culture. We will also explore the diversification of the Latino presence in the U.S., particularly after the Immigration Reform Act of 1965, and we will pay particular attention to relations among Mexican Americans, Salvadorans, Hondurans, Guatemalans, and Puerto Ricans, their relations with African Americans and whites, and the complex roles played by race in shaping their positionality and experiences. Some of our work will involve engaging the Twin Cities as a microcosm of these historical patterns and developments. This course is appropriate for students with no prior experience in college-level history.

			01:10		
HIST 364	Germany from	MWF	pm-	MAIN	Peter
-01	1871 to Present		02:10	002	Weisensel
			pm		

			03:00		
HIST 378	War Crimes and	TR	pm-	MAIN	Yue-him
-01	Memory in East		04:30	001	Tam
	Asia		pm		

\*Cross-listed with ASIA 378-01\*

			07:00		
HIST 379	The Study of	M	pm-	MAIN	Jamie
-01	History		10:00	002	Monson
			pm		

			03:00		
HIST 394	Men in Black:	TR	pm-	MAIN	Karin
-02	Religious		04:30	002	Velez
	Expansion and		pm		
	Expulsion				

\*Cross-listed with RELI 394-03\* This course complicates historical notions about the spread of religion across cultures by looking closely at one group of active agents who carried their beliefs overseas: the Jesuits. The Jesuit Order bears the dubious mark of distinction of being the only missionary group to be expelled from the empires of France, Spain and Portugal, and suppressed by the Catholic Church in the eighteenth century. Infamous for this failure, the Jesuits are also legendary for their martyrdoms, successful conversion strategies, precise records of indigenous voices, and pan-European membership. This course takes the Jesuit Order as a case study of Atlantic

history, a new subfield that looks beyond the analytical categories of nation and empire. The same Jesuit transnationalism and global outreach that provoked the suspicion of European monarchs inspires today's Atlantic historians to seize on the Jesuits as a window into understanding the expansion of Catholicism in the early modern period. What are the limits and possibilities of religious exchange in contact zones? After reading a few case studies, we will launch our own research investigations of missionary encounters in history.

### **History News about YOU?**

We'd like to include news about you and your study of history in the newsletter. If you have a story to share about your research, study abroad, internship, or connection to the history department please let us know.

## **Upcoming Events**

### **Shuttle Bus to MN History Center for Talk on the US Dakota War letters**

We have a bus set for people who want to visit the MN History Center for the talk on the US Dakota War letters (description below\*) on Saturday, November 17.

The talk begins at 2 p.m. We will have a bus looping to the MN History Center that will leave from Macalester street (near Admissions) roughly on the 1/2 hour. That way, students who want to see the exhibits before or after can do so.

Leave from Macalester Street 12:30, 1:00 and 1:30 and will return to campus leaving MN History Center at 3:00, 4:00 and 4:30.

\*The Dakota Prisoner of War Letters/Dakota Kaskapi Okicize Wowapi Minnesota History Center, St. Paul MN, Nov. 17, 2 p.m., Free

Fifty extraordinary letters written by Dakota men imprisoned after the U.S.-Dakota War of 1862 give direct witness to the harsh and painful history shared by Minnesotans today. Join Dakota elder Clifford Canku and Michael Simon, translators of the letters, as they help give voice to the experiences of Dakota men who had been silenced for over a century and a half.

Canku and Simon are the authors of "The Dakota Prisoner of War Letters, Dakota Kaskapi Okicize Wowapi" (MHS Press, Mar. 2013) which will be the first published English translation of these letters, held in the collections of the Minnesota Historical Society. A dessert reception will follow the program.

Dr. Clifford Canku is an assistant professor of Dakota Studies at North Dakota State University. Michael Simon is an instructor of Dakota language for the Moorhead (Minnesota) Public Schools. Both are retired Presbyterian ministers and enrolled members of the Sisseton Wahpeton Oyate.

This program is made possible with support from the Arts, Culture and Heritage Fund, voted into law by the people of Minnesota in 2008. For more information visit [www.usdakotawar.org](http://www.usdakotawar.org).

### **Events to add to your calendar:**

- Nov 17 MN History Center US Dakota War Letters Shuttle
- [Dec 7 History Department End-of-Semester Lunch](#)
- [Dec 10 History Senior Seminar Conference](#)
- [Mar 25 Peeps Dioramas Due](#)
- [Mar 29 PeepsShow 2013](#)
- [May 6 History and Classics End-of-Year Picnic](#)

### **"Story City" Event**

History alum Jemma Brown, '11 is one of the creators and hosts of "Story City," a live storytelling project. Local story tellers will share their stories that must be true, told without the aid of notes, and take seven minutes or less to tell. The next "Story City" with stories on the theme "Haunted," will be on Thursday, November 15th at 7:00 pm at Honey in NE Minneapolis. Details can be found here: <https://www.facebook.com/storycitymn>



## Opportunities

### **Internships in Congressman Keith Ellison's office**

Please find attached to the e-mail that shared this newsletter, a posting for spring internship opportunities with the district office of Congressman Keith Ellison.

### **Hennepin County Library Archives and Manuscripts Internships**

Please find attached to the e-mail that shared this newsletter, a posting for spring internship opportunities with the Hennepin County Library.

### **ACM Newberry Research Semester in the Humanities**

The ACM Newberry Research Semester in the Humanities at the ACM's Newberry Library program in Chicago is a study away option. Next year's program (fall 2013) will be co-taught by a human-environment geographer, Eric Perramond of Colorado College. This is a research intensive program for those interested in doing archival work at the Newberry library -- which has some wonderful collections related to environmental history and indigenous peoples in the Americas, and may be of interest to European/American historians, and environmental historians. Eric would also be happy to answer questions via email ([Eric.Perramond@coloradocollege.edu](mailto:Eric.Perramond@coloradocollege.edu)). The draft syllabus for the course for next fall (2013) is attached to the e-mail that shared this newsletter

### **What Doors does a PhD in History Open?**

[Follow this link](#) to read the article that appeared in the Chronicle of Higher Education.

### **Student Research Awards**

The History Department has funding available to help defray expenses incurred by History students for their research projects. Several History students have applied and received funding for their projects. If you have a project that you want to do and lack of money is holding you back, apply to The Bruce Fisher Fund or The Elmer Smith Fund. To learn more about these funds, go here:

<https://www.macalester.edu/history/studentopportunities/researchfunding/fundingapp.pdf>

To apply, submit your proposal in writing to Lynn Hudson, the department chair, copied to [pitman@macalester.edu](mailto:pitman@macalester.edu). The proposal should include a description of the research, an explanation of how the proposed expenses will further the research, and an estimated budget. A request by e-mail is satisfactory.

### **The Job Hunt**

Our office receives occasional requests to forward e-mail announcements of events and opportunities to our majors and students in our classes. When possible, we consolidate these notes by including them in this newsletter. Otherwise, we generally reserve our e-mailing lists for department-specific communications. For information about job opportunities, we suggest advertisers post their opportunity with Macalester's Career Development Center (CDC). The CDC has career counselors who can help you with career planning, job search and graduate schools options. They offer resume & personal statement reviews, mock interviews, workshops, access to employment opportunities, and career assessment testing and interpretation to students and recent alumni. [Find their web site here.](#)

Of course, a conversation with a History professor about your aspirations is recommended as well.

## Community

### **Mugs for Mugs**

Majors and Minors, if you stop by the office, and get Herta to take your picture for the bulletin board she will give you a History Department mug. She will also give you a mug if you just ask for one, but since we want your photo for the board, let's pretend we didn't just tell you that.



### **Come to the Lounge**

Use the community bookshelf, try knitting at Mac, make popcorn in a bag, and hang out in comfy chairs. Come spend time where History happens. Old Main room 311.

## **Alum News**

To be included in the "Alum News" please send an update to Herta Pitman at [pitman@macalester.edu](mailto:pitman@macalester.edu).

News from our alums:

**Rachel Gordon ('03)** tells us that she just graduated from The Fletcher School and the Dept of Urban & Environmental Policy & Planning at Tufts with a dual Master's degree focusing on disasters and community resilience. She is now working as an Assistant Researcher at the Feinstein International Center at Tufts on studies in northern Uganda and South Sudan, which are part of the Secure Livelihoods Research Consortium, a six-year project funded by the UK government to examine livelihoods and state legitimacy in fragile states. She's very much looking forward to returning to Mac for her 10-year reunion in the spring (and of course can't believe it's been 10 years).

**Kim Nielsen ('88)** reports that her newest book just came out! She is a Professor in School of Disability Studies at The University of Toledo. Find details about her book, [A Disability History of the United States](#) (Beacon Press), by Kim E. Nielsen here: <http://www.beacon.org/productdetails.cfm?PC=2287>