Summer Session, 1935

The Department of History presents this News Letter to announce the Faculty, Courses, and Plans in History for the Summer Session of 1935.

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The Thirty-sixth Summer Session of the University of Iowa opens for registration, Friday, June 7. The summer school is a firmly established and well integrated part of the academic system of the University. It stands high among the summer sessions of the country in the number of students enrolled.

The Session is a unit of eleven weeks, providing a period of sufficient duration for steady and effective study. For those unable to stay through the entire Session, the work is conveniently divided into two terms, one of six weeks, the other five. One may elect to stay for either term or both. The first term opens for instruction on Monday, June 10, and closes Thursday, July 18; the second term begins Monday, July 22, and ends Thursday, August 22. Fees for the Summer Session are $36 for the first term, $30 for the second term.

RESIDENCE AND CREDIT

Credit for study in summer is given in the same ratio as in the regular academic year. A course meeting five times a week normally carries two credits in the first term, a little less in the second. Three such courses are considered a maximum schedule. Attendance upon four summer terms of six weeks each, or three full Summer Sessions, is reckoned the equivalent of a year's residence requirement. Of course, time and credits are not the only basis of the requirements for a degree. Scholarship is essential. Quality of work is more to be desired than the measure of terms and units of work.
GRADUATE STUDY

Graduate study holds a significant place in the summer. About fifty per cent of the total enrollment is in the Graduate College. The reasons for this are plain. Graduate students come chiefly from the great body of teachers in both high school and college. With a commendable pride in their profession, they feel the responsibility of refreshing themselves in their particular fields, of keeping pace with the new knowledge contributed and the best methods of presenting their material. All this is essential to the most effective teaching. In these days of keen competition in all professions, those best equipped and alert to professional ideals rise to the top.

For most teachers it is difficult to find time for independent study. The day’s teaching is an exacting labor, leaving slight leisure and energy for devotion to advanced study. Local library facilities, necessary to intensive study, are in many cases either lacking or totally inadequate. Few teachers are able to secure leave of absence for study in the regular academic year; few can afford the expense of a year’s study. The Summer Session comes as a golden opportunity for teachers eager to forge ahead in their profession.

THE PLAN OF STUDY

There are two principles upon which the Department of History shapes its practice in its offerings. A cycle of courses is presented through several consecutive summers; the purpose is to avoid the duplication of courses from summer to summer and to provide a reasonable sequence of study. Then again, short fractional courses given for one term only are avoided by giving courses running through the entire session, thus providing for more intensive study of a few fields instead of scattering one’s energy over many courses. However, the courses are so arranged that they may be taken conveniently for either term.

European History

“The History of the Renaissance”

CORNELIS WILLEM DE KIEWIET, Ph.D., 1927, University of London
Assistant Professor of History

The famous names and great reputations of the Renaissance are numerous indeed. Many of them are bywords in the histories of art, science, literature and politics. They are all manifestations of the same great cultural movement;
yet are we always so clear as to their connection with each other? What is the bearing of Machiavelli upon the policy of Charles V? What does Leonardo da Vinci have to do with Vasco da Gama and Savonarola with Martin Luther? The trends of modern history emphasize the need of synthetic explanation and the course seeks to explain a powerful and important historical period by discussing it as an interrelated cultural, intellectual, political and social movement. This course given only in the first term.

"French Civilization"

RAYMOND BRUGÈRE, Licencié ès lettres, Sorbonne, 1924; Agrégé de l’Université, 1926, Assistant Professor of Romance Languages

Nothing is more common nowadays than generalizations on the subject of national traits. On few topics has so much nonsense been written and yet few are more engrossing. No culture perhaps has been more discussed than that of France and appraised more differently by different authors. Some see in critical scepticism, in the "methodical doubt," the main contribution made by the French genius to Western culture. Others emphasize the love for order and formal perfection. To some Voltaire, Rousseau and the Revolution of 1789 symbolize the greatest gift of France to the world. Others maintain that the true classic period of France was in the XIIth and XIIIth centuries and that the cathedrals of Chartres, Amiens, Reims, Paris are its noblest expression. To disentangle some of these contradictions by studying the development of French civilization against its historical background is the main aim of the course. This course runs through both terms.

"French Revolution and Napoleonic Era"

GEORGE GORDON ANDREWS, Ph.D., 1921, Cornell University
Associate Professor of History

If some of the characteristic features of the nineteenth century did not originate with the French Revolution, they were at least given a mighty impetus by it. Nationalism, constitutional government, and the ideal of equality before the law are significant cases in point. In the first term a preliminary survey will be made of the situation in France before the Revolution and the period from 1789 to 1799 will be studied in its political, social, religious, and economic aspects.
In the second term Napoleon will be studied in the double rôle of the "child" and the "testamentary executor" of the Revolution. Attention will be devoted to his constructive achievements in France and his larger European program. He was at war almost continuously throughout his reign, but war's pressing demands did not prevent him from carrying out many great enterprises and salutary reforms, some of them of world-wide influence.

**British History**

"The Beginnings of Modern England, 1455-1648"

Harry Grant Plum, Ph.D., 1906, Columbia University
Professor of History

England's first great transition period, 1453-1648, marks the overthrow of feudal power, the questioning of the authority of the Church of Rome, the beginnings of a Middle class society, a strong national feeling and a reorganization of economic life. These problems, the period of the Tudors and Stuarts attempted to face and answer. It is a period of strong feeling, of courageous action, of bold exploration and splendid intellectual progress, the period of the making of a nation. Given in the first term only.

"Great Britain, 1850-1900"

Professor Plum

The Victorian Era which roughly bound this period of study has always commanded the interest of historians. It is the era between two great transition periods when Great Britain had discovered the way of progress and set herself to make the most of it. Much of the greatness of the England we cherish belongs here. A galaxy of great names in letters, the arts, the sciences, and in material and social progress adorn the period and furnish the human interests of Great Britain's rise to world leadership. Given the first term only.

**American History**

"American History, 1763 to 1914: A General Survey"

W. Ross Livingston, Ph.D., 1927, University of Wisconsin
Assistant Professor of History

A survey of the history of the United States from its origin in the closing
years of the 18th century and the period of the Revolution, to the opening of
the World War of the 20th century. The experiences of an expanding people,
with the boundless virgin resources of a continent, the evolution of institutions,
the wrath of sectionalism, the rise of giant industries and corporate wealth,
the struggle for political and economic freedom and security are within the
scope of this study. For those beginning their work in college history as well
as for students who wish a review and fresh contact with the field. This course
runs through the entire session.

"American Colonial Era, 1578-1713"

WINFRED TREVLER ROOT, Ph.D., 1908, University of Pennsylvania
Professor of History and Head of the Department of History

The planting of colonies in the New World was the result of the working
of various forces in the Old. The European backgrounds of American history
in the early period will be fully explored. English America became a land
where various experiments in religious, political, and economic ideas were tried
and these enterprises will be interpreted. The colonies were not isolated units,
but parts of an expanding English colonial empire. The interrelation and inter-
actions of colonies and metropolis will be examined. This course runs through
the entire session.

"American Foreign Relations Since 1900"

Assistant Professor LIVINGSTON

With the close of the war with Spain the American Republic entered upon
a new period of history as a world power. It now looked abroad for markets,
opportunities for investments, and empire. The turmoil in the Far East was
our concern as were the alliances and threatening storms in Europe. The World
War involved America, and world peace became the business and purpose of
the republic. The attempts to fashion a League of Nations, to outlaw war, to
reduce armaments, to set up a court of international justice were matters of
vital interest to the American people. Then came the recoil and disillusionment.
The unpaid war debts and the rise of European dictatorships, together with
economic maladjustments at home, seriously modified our policy with regard
to foreign affairs. This course runs through the entire session.
“Social and Economic History of the United States Since 1865”
HARRISON JOHN THORNTON, Ph.D., 1929, University of Chicago
Assistant Professor of History

The American people have lived tumultuously since the Civil War. Powerful and complex forces have greatly altered their economic system and social way of life. Study will be made of the industrial, agricultural, intellectual, and emotional aspects of this change, and an effort made to comprehend its significance and direction. The approach will be through lectures and wide reading in the constantly growing literature of the modern period. Given in the first term only.

“History of the South Since the Civil War”
Assistant Professor THORNTON

The collapse of the Confederacy compelled the South to face the problems of return and readjustment to the Union. Beyond congressional “reconstruction” it was disturbed by interior political agitations, not only in connection with its race difficulty, but also the old conflict between the white social groups. Study of these matters will be followed by consideration of the “Modern South” in its industrial, social, and intellectual manifestations. The South will not be considered as a sectional vacuum, but always in relation to the life of the whole nation. Given in the first term only.

“History of the West to 1840”
LOUIS PELZER, Ph.D., 1909, University of Iowa
Professor of History

The History of the West is the story of the conquering of a continent in 300 years. America was the West to Columbus. Englishmen founded Jamestown in the West. Daniel Boone’s West was Kentucky. Perhaps your own grandfather from New England “settled” in a West that was Ohio, or Indiana or Nebraska. “The West is where a person is—the East is where he came from.”

Free or cheap lands urged pioneers westward. On the frontiers were explorers, Indians, fur companies, rivermen, immigrants and settlers. These actors were buoyed by hope; they toiled with axe, wagon and plow. They prepared the way for new eras. “The pioneer and settler must be in advance of the artist and the author, . . . the painter must be in the wake of the hunter; the
ploughman must be before the poet; and the hut must be the herald of the temple." This course runs through the entire session.

"History of Iowa"

WILLIAM JOHN PETERSEN, Ph.D., 1930, University of Iowa
Instructor in History

The first semester of Iowa history deals with such topics as the Indians of Iowa, discovery and international rivalry, exploration and occupation by the white man and the political and constitutional history through the Civil War. The second semester covers such broad topics as transportation and communication, agriculture and industry, social, religious, educational and cultural development and political history down to the present.

Graduate Seminars

European History
Associate Professor ANDREWS

A seminar in the modern European history field will be offered primarily for students beginning work in research. Fundamental problems in research and writing such as the following will be considered: gathering and selecting material, criticism of sources, possibilities in organization, interpretation of evidence, writing the final copy. A concrete piece of investigation will be undertaken by each student and the results incorporated in a thesis or term paper. Continued in the second term.

American History
Professor PELZER

A seminar in American history bestows topics and themes for individual contracts. It recalls the student after his sojourn among books, collections and sources. An oral or written report of his excursion is then presented to a group for criticism and discussion. A table rather than a classroom—which is more intimate and personal? The topics in University seminars sometimes expand later into articles, or theses, or dissertations, or published works.

INDIVIDUAL PLAN OF STUDY

The Department cannot offer formal courses designed to meet the special needs or choice of every serious student. There will always be students who
desire or find it more profitable to work on special phases or periods of history not provided in the formal courses. It then becomes necessary to plan a program of study keyed to the particular needs of the individual. Indeed it is an essential part of our plan to stress the value of intellectual initiative and self-reliance on the part of the individual student and to foster intellectual intimacy between student and teacher.

The Special Readings in the field of American history under Professor Root and in European history under Professor de Kiewiet and Professor Anderson are meant to give qualified students full opportunity to do independent study along special lines.

"Teaching the Social Studies"

HOWARD RICHMOND ANDERSON, Ph.D., 1930, University of Iowa
Assistant Professor of History

In his book, *The Teaching of History in Junior and Senior High School*, Dr. Tryon makes the statement, "A history teacher's success is largely determined by what goes on from day to day in the recitation period." No longer is the daily recitation limited to a single stereotyped procedure. The new deal in recitation procedure is largely the result of two factors: 1) the increased emphasis on learning by doing, i.e., varied pupil activities, and 2) the growing demand for pupil preparation of work in the classroom, i.e., directed study. These modifications of routine put a premium on effective organization of materials for teaching purposes.

HISTORICAL CONFERENCES

On Wednesday afternoon at 4:10 during the entire Session a Conference on History gathers in Old Capitol. These Conferences have become a well established part of the summer's historical program. Here the devotees of history meet to hear informal talks on phases of history and the teaching of history; here is given an opportunity for discussion and exchange of opinion.

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The Department will be happy to correspond or confer about courses of study with those planning to return for further work and with those planning to come to the University for the first time. Address: W. T. Root, Room 205 Schaeffer Hall, Iowa City, Iowa.