HISTORY (DIV II)
Chair: Professor THOMAS KOHUT


GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students’ intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students’ ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History. Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores. Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student’s work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department’s group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

- Africa and the Middle East: 102-111, 202-211, 302-311, 402-411
- Asia: 112-121, 212-221, 312-321, 412-421
- Europe and Russia: 122-141, 222-241, 322-341, 422-441

Chair: Professor THOMAS KOHUT
Concentration in the Major

The major consists of at least nine semester courses as follows:

- Required Courses in the Major
  - One Major Seminar (History 301)
  - At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

- Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:
  - Group A: The History of Africa
  - Group B: The History of Asia
  - Group C: The History of Europe and Russia
  - Group D: The History of Latin America and the Caribbean
  - Group E: The History of the Middle East
  - Group F: The History of the United States and Canada
  - Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

Concentration in the Major

All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their junior year. Each student’s concentration will be formally approved by the Department’s Curriculum Committee. A concentration will consist of at least three courses linked by common themes, geography, or time period; only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

The degree with honors in History

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as his or her thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member’s agreement to serve as his or her thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to coursework that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department’s assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, he or she registers for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department’s Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students’ continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their
research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They
normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their
advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee
formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the
thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the
department’s thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of his or her thesis at
the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two
faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and
other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate
work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to
provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign
language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is
recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of
three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at
Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial
on “Histronography: Tacitus to Weber” that is offered through the Williams-Exeter Program can count for major seminar credit. Students
who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and
those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as
with the department’s administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained
from the chair or from the administrative assistant prior to the commencement of the study abroad program. You can find general study
away guidelines for History here.

HIST 104 Travel Narratives and African History (W)

Crosslistings: HIST 104/AFR 104

In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened
to a foreign country and the historian can be viewed as a traveler in foreign places. Nevertheless, actual travel narratives—narratives
about the actual physical visits of writers to distant lands—call for careful and critical analysis because they can be seductive, and they
can shape the ways we think about the present—and the past—of distant lands and cultures. This course discusses Arab, Indian,
European, African and African American travel narratives about various regions of Africa since the 14th century. We will mine the travel
accounts for descriptions of local contexts. We will also explore what travel writing says about the author's perceptions of self, home,
and "other." Ultimately, we will investigate the authors' biases and how the narratives influence both our perception of Africa and the
writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographical, and
historical methodologies.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers and a research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:

GBST African Studies Electives

HIST Group A Electives - Africa

Not Offered Academic Year 2017

SEM

HIST 107(S) Introduction to Native American and Indigenous Studies (D)

Crosslistings: AMST 107/HIST 107/ANTH 107

This course provides an interdisciplinary introduction to the growing field of Native American and Indigenous Studies (NAIS). We will
primarily focus on surveying historical and contemporary Indigenous issues in the United States, but we will occasionally draw upon
parallels from settler states around the world. We will critically engage a wide variety of source materials, including historical
documents, legal texts, films, essays, novels, and photographs. The course will explore Indigenous social and political experiences,
histories of settler colonialism, constructions of Indigenous status and identity, intellectual histories, artistic production, gender and
sexuality, decolonization, and self-governance. This course will highlight the intellectual breadth of Indigenous studies, introducing the
field's key paradigms, theories, and methods. Because it focuses on cross-cultural interaction and power relations, this course satisfies
the Exploring Diversity Initiative (EDI) requirement.
HIST 110T The Veil: History and Interpretations (D) (W)

Crosslistings: HIST 110/ARAB 215/WGSS 110

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe. The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group E Electives - Middle East

Not Offered Academic Year 2017
TUT  Instructor: Magnus Bernhardsson

HIST 111 Movers and Shakers in the Middle East (D) (W)

Crosslistings: HIST 111/LEAD 150/ARAB 111

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghub Mahfouz, and Huda Shaarawi.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: ARAB Arabic Studies Electives, GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Elective Courses, LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
HIST 115 The World of the Mongol Empire (W)

Crosslistings: HIST 115/ASST 115

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper

Extra Info: not available for the fifth course option

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements:

Division 2
Writing Intensive

Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017

SEM Instructor: Anne Reinhardt

HIST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)

Crosslistings: HIST 117/ASST 117/GBST 117

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.

What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.

The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing

Enrollment Preferences: first-year students, then sophomores

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements:

Division 2
Writing Intensive

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Instructor: Aparna Kapadia

HIST 119 The Japanese Empire (W)

The largest non-Western empire of modern times, Japan extended its reach to Taiwan, Korea, China, Sakhalin, Southeast Asia, and the South Pacific. This course explores the many contentious political, economic, social, and cultural questions that arise from Japan's imperial project. We will ask what drove imperialist expansion; how the Japanese ruled; who won and lost in economic relations; what various aspects of life were like in the empire; how to understand the dynamics between Japanese settlers and the colonized; what effects empire building had at home in Japan; how to explain the nature of wartime conquests; and what legacies Japanese imperialism and empire left in their wake. Throughout the semester, we will make a point of examining these issues from various standpoints, and we will also read theoretical works that place the Japanese empire in a comparative context. Course materials will include political documents, intellectual treatises, films, memoirs, and literature.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017
SEM Instructor: Eiko Siniawer

HIST 121T(F) The Two Koreas (W)
Crosslistings: HIST 121/ASST 121
The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War's last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.
Class Format: tutorial
Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia

Fall 2016
TUT Section: T1 TBA Instructor: Eiko Siniawer

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)
Crosslistings: HIST 129/WGSS 129
The French Revolution was an important turning point in world history. Besides ushering in an age of liberté (liberty) and égalité (equality), it also postulated the existence of a new revolutionary fraternité (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France's minorities today. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers, a 15- to 20-page research paper, and a final examination (may be an oral and/or take-home exam); the class will also be expected to go on a couple of field trips
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern
JWST Elective Courses
HIST 130 The First Crusade (W)
Between 1096 and 1099, thousands of peasants, soldiers and nobles set out to seize Jerusalem from the Turks. Their unprecedented military expedition, which ushered in a long series of religious wars and has deeply influenced modern impressions of the Middle Ages, is known to history as the First Crusade. In this seminar, we will follow the crusaders through medieval chronicles and histories as they respond to ecclesiastical demands for military intervention in the East, travel to Constantinople, lay siege to Nicaea and Antioch, and finally capture Jerusalem. Along the way we will pause frequently to study the broader social, religious and political environment that gave birth to the crusading movement. Careful reading and discussion will drive this writing-intensive course.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on a quiz, three shorter papers, and a longer, final project based on independent library research
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years (W)
Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class attendance and participation, several short papers, and a final research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST Urbanizing World Electives
HIST Group C Electives - Europe and Russia

HIST 137(F) Victorian Britain and the Anglo-Afghan Wars (W)
Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing
Enrollment Preferences: first-year students, and then sophomores who have not taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 12-15
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia

Fall 2016
SEM Section: 01   TR 09:55 AM 11:10 AM   Instructor: Chris Waters

HIST 140T(F) Fin-de-Siècle Russia: Cultural Splendor, Imperial Decay (W)
Imperial Russia on the eve of the First World War presents a complex picture of political conflict, social and economic change, and cultural ferment and innovation. Newly emergent political parties sought to enlist mass support to transform or overthrow the tsarist regime, which in turn endeavored to preserve itself through a combination of repression, reform, and the refashioning of its image. Rapid urbanization and industrialization, and the spread of education and literacy, gave rise to social conflict and dislocation, demands for social reform, and the redefinition of individual identities and beliefs. These political, social, cultural, and economic developments provided a fertile context for the burst of literary creativity and the emergence of modernist literary and artistic movements that occurred in fin-de-siècle imperial Russia. Through a variety of primary and secondary sources, this course will explore the interrelationship in late imperial Russia between political, social, and cultural change and conflict on the one hand and literary and artistic creativity on the other. Our goal will be to gain an understanding of both the pressures that contributed to the Revolutions of 1917 and the reasons why this proved to be such a culturally creative period.
Class Format: tutorial
Requirements/Evaluation: in alternative weeks, students will write an essay based on class readings and critique their tutorial partner's essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia

Fall 2016
TUT Section: T1   TBA   Instructor: William Wagner

HIST 143(F) Soccer and History in Latin America: Making the Beautiful Game (D) (W)
This course examines the rise of soccer (fútbol/futebol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans. As an Exploring Diversity Initiative course, the class uses primary sources as well as recent scholarship to explore these issues comparatively between regions and nations. Throughout the semester, we will look at how the world of soccer reflects, produces, and at times apparently resolves cultural difference.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper
Extra Info: not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
HIST 152(S) The Fourteenth Amendment and the Meanings of Equality (D) (W)

Crosslistings: HIST 152/WGSS 152

For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class discussion, three short analytical papers, and a final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

HIST 153T Establishment & Exercise: Religion and the Constitution in the United States (W)

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This 100-level tutorial examines the constitutional history of conflicts over religion in the United States, and asks how the law has weighed religious freedom against other cultural values, legal rights, and social needs. This course will consider the following questions: How has the interpretation of the First Amendment's religious clauses changed over time? What happens when the establishment clause and free exercise clause come into conflict with each other? Is the American state secular? What is the difference between religious beliefs and moral beliefs? How have constitutional arguments about religion intersected with social movements and political culture? Topics will include: the origins and early interpretations of the religion clauses; the changing scope of constitutional protections for the beliefs and practices of religious minorities; controversies over religion in schools, workplaces, and public spaces; debates about tax exemptions for religious organizations; the rights of conscientious objectors; and the emerging conflicts between claims for religious liberty and anti-discrimination laws. This course examines the ways these conflicts illuminate tensions between the competing values of equality and liberty, and interrogates the ways that the very act of legal decision-making defines the boundaries of what counts as religion.

Class Format: tutorial
Requirements/Evaluation: weekly essays
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Spring 2017

HIST 156 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W)

Crosslistings: HIST 156/AMST 158
In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.

**Class Format:** seminar

**Requirements/Evaluation:** brief response papers (1 page each), short papers (3-5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students' drafting and revising processes as well as improving argumentation and style

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** potential history majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:**
- Division 2
- Writing Intensive

**Other Attributes:**
- Hist Group F Electives - U.S. + Canada
- Hist Group P Electives - Premodern

*Not Offered Academic Year 2017*

**SEM**

**HIST 164(S) Slavery in the United States (W)**

**Crosslistings:** HIST 164/AFR 164/AMST 165

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.

**Class Format:** seminar

**Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper

**Extra Info:** in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Enrollment Limit:** 19

**Expected Class Size:** 15-19

**Distributional Requirements:**
- Division 2
- Writing Intensive

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- Hist Group F Electives - U.S. + Canada
- JLST Enactment/Applications in Institutions

*Spring 2017*

**SEM Section: 01**  W 01:10 PM 03:50 PM  Instructor: Charles Dew

**HIST 165(S) The Age of McCarthy: American Life in the Shadow of the Cold War (W)**

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

**Class Format:** seminar
HIST 166 Politics and Prose: Invisible Man in Historical Context (D) (W)

Crosslistings: HIST 166/AFR 166/AMST 166

"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book Invisible Man appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, Invisible Man iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; processes of black migration, urbanization, and community development.

Class Format: seminar

Requirements/Evaluation: class participation and 5 papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: first-year and sophomores; juniors or seniors with permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2017
Not Offered Academic Year 2017
SEM Instructor: Gretchen Long

HIST 168 1968-1969: Two Years in America (W)
Crosslistings: HIST 168/AMST 168
These two years were tumultuous ones worldwide. The escalation of the war in Vietnam, the Soviet invasion of Prague, the student uprisings in Paris and Japan, and the racial politics in the Summer Olympics held in Mexico City all had their counterparts that reverberated in the streets, college campuses, the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first-year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti-war movement, the push for curricular reforms on college campuses, and the rise of the "counter culture."

Class Format: seminar
Requirements/Evaluation: evaluation will be based on a number of writing assignments: two 3- to 5-page response papers, a 5- to 7-page oral history, an annotated bibliography, and a final 10-page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Instructor: Scott Wong

HIST 178T Marriage and the American Nation (W)
Crosslistings: HIST 178/WGSS 178
This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty-first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including inter racial marriage, polygamy, divorce, domestic violence, property rights, custody, co habitation, working mothers, and same-sex marriage.

Class Format: tutorial
Requirements/Evaluation: students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper
Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: sophomores, and then first-year students who have not previously taken a 100-level tutorial
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Not Offered Academic Year 2017
TUT Instructor: Sarah Dubow

HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W)
Crosslistings: AFR 193/HIST 193
Obama's recent successful bid for the Presidency has reminded Americans of the strong links between African-Americans and Africans and of the international dimensions of the struggle for racial justice. This struggle has its roots in the post-World War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan-Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialism only to be confronted with American and Russian Cold War rivalry. By
comparing and contrasting different experiences of independence—in the Caribbean and South Africa—this course will grapple with the ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AFR Core Electives
HIST Group A Electives - Africa
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
SEM  Instructor: Shanti Singham

HIST 201 History Behind the Headlines (D)
Crosslistings: HIST 201/AMST 202
This course challenges students to think about the historical roots on contemporary issues, by introducing them to the discipline's approach to "the news." The course asks: What are the historical roots of a given issue in the headlines? How do—and how have—media and public discourses use or abuse history in its news analyses? Is media objective? Is history objective? Can they be? This course meets the EDI requirement.
Class Format: lecture
Requirements/Evaluation: class participation and 3 papers
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
FMST Related Courses

Not Offered Academic Year 2017
LEC  Instructor: Leslie Brown

HIST 203(F) Modern African History (D)
Crosslistings: HIST 203/AFR 203
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes
Prerequisites: none; no prior knowledge of African history required; open to all
Enrollment Preferences: students interested in History or Africana Studies
Enrollment Limit: 40
Expected Class Size: 15-25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Kenda Mutongi

HIST 207(F) The Modern Middle East (D)
Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all
Enrollment Preferences: completion of course admission survey if overenrolled
Enrollment Limit: 40
Expected Class Size: 30-40
Distribution Notes: meets Division 2 requirement if registration is under ARAB

HIST 209 The Origins of Islam: God, Empire and Apocalypse
Crosslistings: REL 231/HIST 209
Both Muslim and non-Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250-700 C.E.). The first portion of the course will examine the impact of Judeo-Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the internal struggle within traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258.

Requirements/Evaluation: one 5-page paper, self-scheduled final, and a final research project
Prerequisites: none; open to all
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements:
Division 2

HIST 210(S) The Challenge of ISIS
Crosslistings: ANTH 210/HIST 210/ARAB 210/REL 240/GBST 210
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and
its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Other Attributes:
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East

Spring 2017
LEC Section: 01  TF 01:10 PM 02:25 PM  Instructor: David Edwards, Magnus Bernhardsson

HIST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (D)
Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. This course fulfills the Exploring Diversity Initiative requirement in that it disputes the idea of a single, stable Chinese identity throughout history, and focuses instead on the variety of cultures and cultural encounters that contributed to what we currently think of as "Chinese" history and culture.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
GBST Middle Eastern Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01  TR 08:30 AM 09:45 AM  Instructor: Anne Reinhardt

HIST 213(S) Modern China, 1600-Present (D)
Crosslistings: HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through studying the development of the modern Chinese nation-state from the multi-ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 35-40
Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia

Spring 2017
LEC Section: 01   TR 09:55 AM 11:10 AM   Instructor: Anne Reinhardt

HIST 217 Early Modern Japan

Crosslistings: HIST 217/JAPN 217/ASST 217
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
Division 2
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC     Instructor: Eiko Siniawer

HIST 218(F) Modern Japan

Crosslistings: HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
Division 2
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia

Fall 2016
LEC Section: 01   TR 09:55 AM 11:10 AM   Instructor: Eiko Siniawer

HIST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)

Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by
faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; open to all

**Enrollment Preferences:** students majoring or considering a major in a related field

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distribution Notes:** meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN

**Distributional Requirements:**
- Division 2
- Exploring Diversity

**Other Attributes:**
- HIST Group B Electives - Asia
- HIST Group P Electives - Premodern

**Spring 2017**

**LEC Section: 01   TF 01:10 PM 02:25 PM   Instructors: Christopher Bolton, Eiko Siniawer**

**HIST 220 History and Society in India and South Asia: c. 2000 to 1700s CE**

**Crosslistings:** HIST 220/ASST 222

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such as the “discovery of India”, the coming of the “Aryans”, society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, response papers and presentation, 2 essays, a mid-term and a final exam

**Prerequisites:** none; open to all

**Enrollment Preferences:** none

**Enrollment Limit:** 40

**Expected Class Size:** 20-25

**Distributional Requirements:**
- Division 2
- GBST South + Southeast Asia Studies Electives
- HIST Group B Electives - Asia
- HIST Group P Electives - Premodern

**Not Offered Academic Year 2017**

**LEC     Instructor: Aparna Kapadia**

**HIST 221 The Making of Modern South Asia: 1750-1950 CE**

**Crosslistings:** HIST 221/ASST 221/GBST 221

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.

We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.

One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 20-25
Distributional Requirements:
Division 2
Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017
LEC  Instructor: Aparna Kapadia

HIST 222 Greek History
Crosslistings: CLAS 222/HIST 222
Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC  Instructor: Kerry Christensen

HIST 223 Roman History
Crosslistings: CLAS 223/HIST 223
The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such ad hoc responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on weekly brief in-class response papers, one 8- to 10-page paper, a midterm, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC     Instructor: Kerry Christensen

HIST 224 Roman Archaeology and Material Culture
Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Classics, History, Art History, and Anthropology
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements:
Division 1
Other Attributes:
ARTH pre-1600 Courses
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC     Instructor: Benjamin Rubin

HIST 225(S) The Medieval World, 300-1500
The European world saw dramatic changes and the creation of new cultures and societies between the ancient and modern periods. This course will survey more than a millennium of history, beginning late in classical antiquity and concluding at the dawn of the modern era. We will concentrate both on developments within Europe, and on European encounters with Islam, the Byzantine East, and pagan cultures. With an approach that is both chronological and thematic, we will place the broader narrative of medieval history alongside special consideration of Europe’s neighbors, social organization, medieval women, religion and piety, and education. Lectures and class discussion will receive equal emphasis.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based upon a series of 500-word papers and weekly quizzes
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 40
Expected Class Size: 20-30
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Spring 2017
LEC Section: 01   MWF 11:00 AM 11:50 AM   Instructor: Eric Knibbs

HIST 227 A Century of Revolutions: An Activists' Survey of 19th Century Europe and Why It Matters Today
This course offers a non-traditional survey, one focused on the relevance of 19th century Europe for us today. The 19th century is intimately linked to us world citizens of today, both in the perils it bequeathed us—most importantly, widespread global environmental destruction—and in the promise it offers us—through a century of radical political protest aimed at reconfiguring the world in a more equitable and just direction. We will focus on 19th century activists—Karl Marx, 48'ers, communards, anti-imperialists, socialists, anarchists, feminists, trade unionists and pacifists—and on environmentalists and activists today, as we compare and contrast the movements of the 19th century with possibilities for change today.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based on student participation, a take-home mid-term paper, the completion of an original research paper or project, and the study of and/or participation in a contemporary activist movement
Prerequisites: none; open to all
Enrollment Preferences: none
Enrollment Limit: 40

LEC     Instructor: Eric Knibbs
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM Instructor: Shanti Singham

HIST 228(S) Europe in the Twentieth Century
This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several quizzes, an exam, and two papers
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 35-40
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Chris Waters

HIST 229 European Imperialism and Decolonization (D)
Crosslistings: HIST 229/AFR 229
This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying special attention to important case studies such as British India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group A Electives - Africa
HIST Group B Electives - Asia
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean
HIST Group E Electives - Middle East

Not Offered Academic Year 2017
LEC Instructor: Shanti Singham

HIST 230 Modern European Jewish History, 1789-1948
Crosslistings: HIST 230/JWST 230
What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-
Semites, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, two papers, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 10-20

**Distributional Requirements:**
Division 2

**Other Attributes:**
HIST Group C Electives - Europe and Russia
JWST Core Electives

*Not Offered Academic Year 2017*

LEC   Instructor: Alexandra Garbarini

**HIST 231 Medieval England**

**Crosslistings:** HIST 231/REL 217

Across the entire world of the Middle Ages, no region has captured the modern pop-culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** several short papers, a midterm and a final\n
**Prerequisites:** none

**Enrollment Preferences:** History majors

**Enrollment Limit:** 40

**Expected Class Size:** 35

**Distributional Requirements:**
Division 2

**Other Attributes:**
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

*Not Offered Academic Year 2017*

LEC   Instructor: Eric Knibbs

**HIST 239 Germany in the Twentieth Century**

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930's; the coming to power of the National Socialists; the ideology of National Socialism; the "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefront and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians' Debate"; and Germany after the Wall.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 30-35

**Distributional Requirements:**
Division 2

**Other Attributes:**
HIST Group C Electives - Europe and Russia
JWST Elective Courses

*Not Offered Academic Year 2017*

LEC   Instructor: Thomas Kohut

**HIST 240 Muscovy and the Russian Empire (W)**
Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created an extensive multi-ethnic and multi-religious empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, collapse.

Class Format: lecture/discussion

Requirements/Evaluation: class discussion, 5 short essays (5-6 pages), 2 group oral presentations, and a map quiz

Prerequisites: none; open to all

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
GBST Russian + Eurasian Studies Electives
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017

LEC     Instructor: William Wagner

HIST 241 The Rise and Fall of the Soviet Union

Crosslistings: HIST 241/LEAD 241

The October Revolution of 1917 brought to power in the debris of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25

Distributional Requirements:
Division 2

Other Attributes:
GBST Russian + Eurasian Studies Electives
HIST Group C Electives - Europe and Russia
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

LEC     Instructor: William Wagner

HIST 242 Latin America From Conquest to Independence

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities-, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in—and perhaps consisted of—the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam

Enrollment Limit: 40

Expected Class Size: 25

Distributional Requirements:
Division 2

Other Attributes:
GBST Latin American Studies Electives
HIST 243(F) Modern Latin America, 1822 to the Present
This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 35-40
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect

Fall 2016
LEC Section: 01   TR 11:20 AM 12:35 PM   Instructor: Roger Kittleson

HIST 245 History of Modern Brazil (D)
Crosslistings: HIST 245/AFR 346
Brazil has been "the country of the future" far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a booster-ish quality to its descriptions of the country, it has also brought ambiguity—for if the label suggests Brazil's potential, it also underlies the country's failure to live up to that promise. Being an eternal "country of the future" must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what was by Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation-state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since independence.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, and a final exam
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2017
LEC   Instructor: Roger Kittleson

HIST 248 The Caribbean: From Slavery to Independence (D)
Crosslistings: AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra-Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators; History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AFR Core Electives
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
HIST Group P Electives - Premodern
LATS Countries of Origin + Transnationalism Elect
MAST Interdepartmental Electives

Not Offered Academic Year 2017

HIST 252(S) From Contact to Civil War: A History of North America to 1865
This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, mid-term, final exam, book review, and weekly writing assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Spring 2017
LEC Section: 01   MR 02:35 PM 03:50 PM   Instructor: Charles Dew

HIST 253(S) Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on some combination of quizzes, short papers, and a final exam or final paper
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST 256(F) Social Justice Traditions: 1960s to #BLM
Crosslistings: AMST 256/AFR 257/HIST 256
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Class Format: seminar
Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: first years, sophomores, and American Studies majors
Enrollment Limit: 35
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Andrew Cornell

HIST 260(F) Augustan Rome
Crosslistings: CLAS 260/HIST 260/ARTH 261
In 31 BCE, Octavian defeated Marc Antony at Actium, the culminating battle in a bloody civil war that had wracked the Roman state for years. As victor, Octavian found himself in a complex position: he was sole ruler over a society that traditionally abhorred monarchy, he had defeated a charismatic Roman citizen whose supporters might now pose resistance, and he had promised to re-establish a governmental system that seemed hopelessly broken. Octavian, soon given the honorific name Augustus, set about repairing the war-torn state while simultaneously solidifying his power. He announced that he had "restored the Republic," yet we regard him as Rome's first emperor. How did those living through this transition and subsequent ancient authors interpret it? How do works of art from Augustus' time contribute to, or resist, the idea that he ushered in a Roman "golden age"? In this course we will consider these questions using a range of sources including monuments and visual art, ancient historiography, biography, and poetry (Dio, Suetonius, Tacitus, Horace, Propertius, Vergil, Ovid), and selections from contemporary scholarship. In the process, we will gain a better understanding of a pivotal period of ancient history, as well as tools for thinking comparatively about power, rhetoric, and propaganda in our own day. All readings are in translation.

Class Format: lecture/discussion
Requirements/Evaluation: class discussion, student presentations, quizzes, two papers, and a final exam
Extra Info: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Prerequisites: none
Enrollment Preferences: majors and intending majors in Classics and History
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements:
Division 1

Fall 2016
LEC Section: 01  TR 09:55 AM 11:10 AM  Instructor: Kenneth Draper

HIST 261(F) America and the Cold War
Crosslistings: PSCI 262/LEAD 262/HIST 261
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.
HIST 262 The United States and the World, 1776 to 1914
From its foundation in 1776 to the beginning of World War I in 1914, the United States developed a complex of ideas for understanding—and methods for securing—its place in the world. During this period, the nation's diplomacy went through several phases as it made the transition from a young republic struggling to conduct its diplomacy, to an expansionist power in the first half of the nineteenth century, to an emerging world power in the aftermath of the Civil War, and then to an imperialist power after the Spanish-American War. Amidst these events, U.S. statesmen and citizens constantly debated the country's proper diplomatic role and struggled to construct and propagate a unique American ideology, as well as an advantageous geo-strategic position, on the global stage. Debates about foreign relations were imbued with questions of race, nation, independence, religion, economy, law, gender, and geographic expansion; indeed, defining U.S. foreign relations was a means of defining the nation itself. Through a variety of primary sources and scholarly books and articles, this course will examine U.S. relations with external powers as well as the interactions that occurred between U.S. domestic and foreign policy during this period.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two 5- to 7- page papers, quizzes, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017
LEC Instructor: Jessica Chapman

HIST 263(F) The United States and the World, 1914 to the Present
Crosslistings: HIST 263/PSCI 261/LEAD 261
This course explores America's engagement with the world from 1914 to the present. The First World War ushered in a new era for U.S. foreign relations. The self-identified isolationist power became a principal player on the world stage and by the end of the Second World War emerged as one of the two global superpowers, poised to compete with the Soviet Union in a protracted Cold War. After the Soviet Union collapsed in 1991, some spoke of the United States as a "hyperpower," but how it should exercise its unrivalled power was far from clear. Through a mixture of lecture and discussion, this course introduces students to the key events of America's most powerful century and to the new wave of scholarly literature being written about the United States and the World. Readings will reflect current trends in the sub-field, which focuses not only on high-level diplomacy, but also on a range of other factors that influence foreign relations, including ideology, race, gender, culture, domestic politics, and the roles of individual personalities.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short papers, a midterm exam, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
LEAD American Foreign Policy Leadership

Fall 2016
LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Robert McMahon

HIST 279 From Cahokia to Casinos: Histories of Native North America from Precontact to the Present
Crosslistings: HIST 279/AMST 279
This course will introduce students to the Native histories of North America, from theories about the arrival of the "first Americans" to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United
States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughout, we will assume that Native Americans were and are active producers of their own histories; by seeing Native agency, adaptability, and tenacity, we can undermine the persistent "myth of the vanishing Indian". By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.

Class Format: lecture/discussion
Requirements/Evaluation: students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC

HIST 280 African American History: An Introduction (D)
Crosslistings: HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation and migration of Africans to North American through the present day. Our readings and discussions will take up the development, expansion, and organization of slavery, the coming and meaning of freedom, and the political and cultural landscapes of African Americans over time. We will discuss slavery, freedom, civil rights, and racial ideologies. Finally, we will examine the post Civil Rights era, the changing meaning of the designation "African American" in light of global migrations, and African American political power in the 21st century. Our readings, which will include both primary and secondary sources, will help us to interrogate American history and gain an understanding and overview of African American history. The course will be primarily discussion based. Given its focus on the workings of racial ideology and the development of slavery and other forms of unfree labor in the U.S. economic system, this course fulfills the criteria of the Exploring Diversity Initiative.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-30
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Instructor: Gretchen Long

HIST 281(F) African-American History, 1619-1865 (D)
Crosslistings: HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation
Prerequisites: none
HIST 282 African-American History From Reconstruction to the Present (D)

Crosslistings: HIST 282/AFR 282

This course introduces students to the significant issues that shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national organizations; the political culture of black institutional and organizational life; the struggle against Jim Crow and for human and civil rights; migration and urbanization; and resistance and protest.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, three papers

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Distributional Requirements:

Division 2
Exploring Diversity

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Not Offered Academic Year 2017

LEC Instructor: Leslie Brown

HIST 283 Introduction to Native American History (D)

Crosslistings: AMST 280/HIST 283

Long ignored and romanticized, Native American history has become a vibrant area of study rich with new scholarship. This course will grapple with the most important issues currently driving inquiry within the field. We will investigate pivotal developments in Native American history and build a foundation for future coursework in Native Studies. Course topics will include: the new worlds that Natives and various newcomers created, competing visions for what is now known as the United States, tribal sovereignty, federal Indian policy, notions of authenticity, structures of settler colonialism, resistance movements, Indigenous governance, cultural revitalization, conflict over natural resources, and urban experiences. We will also examine how stories about the Indigenous past have been politicized, and how Indigenous histories can reshape our broader understandings of American history and culture. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine shifting power relations and cross-cultural interaction in Native America.

Class Format: lecture

Requirements/Evaluation: two short papers and an in-class essay midterm and final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: American Studies majors and History majors

Enrollment Limit: 40

Expected Class Size: 20

Distributional Requirements:

Division 2
Exploring Diversity

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

LEC Instructor: Doug Kiel

HIST 284 Introduction to Asian American History (D)

Crosslistings: HIST 284/AMST 284/ASST 284

This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno-racial groups in the United States. Topics include the anti-Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and
the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of "becoming American."

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on four response papers, two short critical essay (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages)
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Instructor: Scott Wong

HIST 286 Latina/o History, 1848 to the Present (D)
Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: Carmen Whalen

HIST 301 Approaching the Past: Is History Eurocentric?
The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, two 10- to 12-page papers, and a final exam
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
HIST 301 Approaching the Past: Westward Expansion in American History
How does historical knowledge evolve? How do historians build on but also repudiate the work of historians that came before them? In this course, we will explore the historiography that has developed over the last 150 years about the Anglo-American settlement of the West, using it as a lens to explore larger questions about shifting perspectives of the historian's craft. This historiography will also illuminate critical conflicts about the meaning of American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that have shaped American policy toward other parts of the world, as later historians would argue? Has the West been an “exceptional” place or representative of the nation at large? The class will meet twice a week, and the discussions will focus intensively on one book, examining the theoretical and historical assumptions of the author; how these assumptions shaped the historian's search for evidence and his or her claims; and the impact they have had on our understanding of the American West.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM     Instructor: Karen Merrill

HIST 301 Approaching the Past: Documentary Studies and African American History
Comprised of non-traditional sources—photographs, oral history, narratives, folklore, films, fiction, music, poetry, art and other forms—documentary served historically to engender a progressive agenda by projecting the voices of the voiceless in order to illuminate the need for social change. Some examples include Jacob Riis' photographs of the Lower East Side, Louis Lomax's efforts to record folk music, Stud Terkel's interviews with ordinary Americans. But what documentarians have produced also provides a way to access information about the past, especially the stories of people whose lives have not been preserved through archival materials. This course examines the historical development of documentary forms and reviews the work of specific documentarians. It will focus in particular on the uses of various types of documentary as primary sources for research in African American history. Familiar formats, from Frederick Douglass' autobiographies to Henry Hampton's "Eyes on the Prize" series, recorded AND told histories that still remain mostly veiled. But in its unprocessed or raw form—collected work songs, sermons, tall tales, blues lyrics, family snapshots, oral history, and the like—documentary provides a store of rich primary sources that access the voices less often heard. This course will explore that material and what historians do with it.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, weekly written critiques, and a final paper/project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM     Instructor: Leslie Brown

HIST 301 Approaching the Past: Modern National, Transnational, and Postcolonial Histories
This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly. What is “history”? Who makes it and how? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the “Third World,” decolonization, and the “new globalization” over the course of the twentieth century. In weekly seminar meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
HIST 301 Approaching the Past: Remembering American History

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Vietnam; and the events and aftermath of September 11, 2001.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

HIST 301(F) Approaching the Past: History, Theory, Practice

This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by postmodernism. Finally, we will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians do with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the various practices of history from the 1830s to the present.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Fall 2016

HIST 301(F) Approaching the Past: Writing the Past

"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do." How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
HIST 301(S) Approaching the Past: Practices of Modern History
What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Topics include: the nature of historical truth, objectivity and bias, different types of sources, scale in history, and uses of theory. The second section of the course will explore the purposes and uses of history. We will consider questions raised by public history, history education, historical film, and the construction of memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings on a broad range of topics that concretely illustrate the methodological issues at stake.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2

Spring 2017
SEM Section: C1 W 01:10 PM 03:50 PM Instructor: Eiko Siniawer

HIST 301(S) Approaching the Past: Varieties of Historical Thinking
This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides’ *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why—or even if—we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

Class Format: seminar
Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion
Extra Info: in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College
may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2

Spring 2017
SEM Section: K1 W 01:10 PM 03:50 PM Instructor: Thomas Kohut

HIST 302(F) Islamic Law: Past and Present
Crosslistings: REL 243/ARAB 243/HIST 302/WGSS 243
From fear of the Shari'a to its implementation in so called "Islamic countries,” Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette.
The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Preferences: majors
Enrollment Limit: 19
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
HIST 303(F) A History of Islam in Africa (D)
Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa
state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross-cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)
Prerequisites: none
Enrollment Preferences: History majors and students with a background in Middle Eastern studies
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Notes: meets Division 2 requirement if registration is under ARAB

HIST 307 A History of an African City
Crosslistings: HIST 307/AFR 313/ENVI 306
The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present.
We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.
Class Format: lecture
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: seniors; History majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives
GBST Urbanizing World Electives
HIST Group A Electives - Africa

HIST 308 Gender and Society in Modern Africa
Crosslistings: HIST 308/WGSS 308/AFR 308
This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS."
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and three short papers
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives
HIST Group A Electives - Africa
WGSS Racial Sexual + Cultural Diversity Courses
LEC  Instructor: Kenda Mutongi

HIST 309 Arab Women Memoirs: Writing Feminist History
Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to
the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We
will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural,
and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women
reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories.
Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition
to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as,
visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan
(A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlhood), Leila Ahmed (A
Border Passage: From Cairo to America—a Woman's Journey), Fadia Faqir and Shirley Eber (In the House of Silence:
Autobiographical Essays by Arab Women Writers), and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab
Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle
East and the diaspora.
Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper
(7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration
is under HIST or WGSS
Distributional Requirements:
Division 1
Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017
SEM  Instructor: Amal Eqeiq

HIST 310(S) Iraq and Iran in the Twentieth Century (D)
Crosslistings: HIST 310/ARAB 310
Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by
exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and
compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed.
Finally, the political future of these countries will be assessed.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East

Spring 2017
LEC Section: 01 MR 01:10 PM 02:25 PM  Instructor: Magnus Bernhardsson

HIST 311 The United States and the Middle East
Crosslistings: HIST 311/ARAB 311
At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known
as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and
freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be
more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural
and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has
approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

**Class Format:** discussion  
**Requirements/Evaluation:** evaluation will be based on class participation, short papers and a final research paper  
**Prerequisites:** none  
**Enrollment Preferences:** History and Arabic Studies majors  
**Enrollment Limit:** 25  
**Expected Class Size:** 25  
**Distribution Notes:** meets Division 2 requirement if registration is under ARAB  
**Distributional Requirements:**  
Division 2  
**Other Attributes:**  
ARAB Arabic Studies Electives  
GBST Middle Eastern Studies Electives  
HIST Group E Electives - Middle East  
HIST Group F Electives - U.S. + Canada  
JWST Elective Courses  

*Not Offered Academic Year 2017*  
**SEM** Instructor: Magnus Bernhardsson

**HIST 313(F) The People's Republic: China since 1949**  
**Crosslistings:** HIST 313/ASST 313  
This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.  
**Class Format:** seminar  
**Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper  
**Extra Info:** not available for the fifth course option  
**Prerequisites:** none (HIST 213 recommended)  
**Enrollment Preferences:** junior and senior History and Asian Studies majors  
**Enrollment Limit:** 25  
**Expected Class Size:** 12-20  
**Distributional Requirements:**  
Division 2  
**Other Attributes:**  
HIST Group B Electives - Asia  

*Fall 2016*  
**SEM Section:** 01 TR 11:20 AM 12:35 PM Instructor: Anne Reinhardt

**HIST 318T(S) Nationalism in East Asia (D)**  
**Crosslistings:** PSCI 354/ASST 245/HIST 318  
This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea — both South and North — and Taiwan. It is an Exploring Diversity Initiative course and, as such, engages in explicit and critical cross-cultural comparisons, asking how theories of nationalism developed largely from European history might need to be revised when applied to East Asia, and how experiences of nationalism and expressions of national identity vary within East Asia.  
**Class Format:** tutorial  
**Requirements/Evaluation:** two 5-page papers, class participation, final exam  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Preferences:** Political Science and Asian Studies majors  
**Enrollment Limit:** 10  
**Expected Class Size:** 10  
**Distributional Requirements:**  
Division 2  
**Exploring Diversity**  
**Other Attributes:**  
GBST East Asian Studies Electives  
HIST Group B Electives - Asia  
POEC Comparative POEC/Public Policy Courses  
PSCI Comparative Politics Courses
HIST 319 Gender and the Family in Chinese History (D)
Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable “Asian values,” the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of “family” to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the “orthodox” Confucian family. We will then explore the wide variety of “heterodox” practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to first year-students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Instructor: Anne Reinhardt

HIST 321 History of U.S.-Japan Relations (D)
Crosslistings: HIST 321/JAPN 321/ASST 321
An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group F Electives - U.S. + Canada
MAST Interdepartmental Electives

Not Offered Academic Year 2017
LEC Instructor: Eiko Siniawer

HIST 323 Leadership, Government, and the Governed in Ancient Greece (W)
Crosslistings: CLAS 323/LEAD 323/HIST 323
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social
norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Cleon, Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15-20 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission
Enrollment Limit: 19
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
LEC Instructor: Kerry Christensen

HIST 324 The Development of Christianity: 30-600 C.E. (W)
Crosslistings: REL 212/HIST 324
This class will introduce you to the history, writings, practices, and structures of early Christians between 30-600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? While this class addresses the basic flow of events and major figures in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early Christian thought and practice.
Class Format: lecture/discussion; in-class group work
Requirements/Evaluation: active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
Extra Info: additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Prerequisites: none
Enrollment Preferences: sophomores considering a major in Religion or History, then senior and junior majors in these departments
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group P Electives - Premodern
JWST Elective Courses

Not Offered Academic Year 2017
LEC Instructor: Denise Buell

HIST 327 Law in the Middle Ages
Medieval laws form the foundation for much of our modern legal system. They also constitute crucial but problematic sources for our understanding of medieval society. This course will cover law from the sixth through the fourteenth centuries, with special emphasis on the law of the Roman empire and the law of the Christian church. Through smaller units on Law in Antiquity, Law in the Early Middle Ages, The High Medieval Legal Tradition, and Marriage in Canon Law, we will gain some exposure to the depth and complexity of the medieval legal tradition. We will spend most of our time with the legal sources themselves, concentrating specifically on legislation dealing with marriage, the settlement of disputes, and crime of all kinds. Along the way, we will also study the early history of lawyers and the legal profession. No prior experience with the Middle Ages is expected.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on three short papers on specific problems presented by our sources, and a final, longer essay
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 25
HIST 328 Witchcraft

Crosslistings: HIST 328/REL 328

A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.

Class Format: seminar
Requirements/Evaluation: weekly 500-word essays and one class presentation
Prerequisites: none
Enrollment Preferences: History and Religion majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC  Instructor: Eric Knibbs

HIST 332(S) Queer Europe: Sexualities and Politics since 1850 (D)

Crosslistings: HIST 332/WGSS 331

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queer Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group C Electives - Europe and Russia

Spring 2017
SEM Section: 01   MR 01:10 PM 02:25 PM   Instructor: Chris Waters
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.

Class Format: discussion
Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM   Instructor: Chris Waters

HIST 335(F) Weimar Germany
The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized in Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester
Prerequisites: none
Enrollment Preferences: students with background in European history, or History majors
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia

Fall 2016
LEC Section: 01   Cancelled
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group C Electives - Europe and Russia

Spring 2017
LEC Section: 01  Cancelled  Instructor: Thomas Kohut

HIST 338(F) The History of the Holocaust
Crosslistings: HIST 338/JWST 338/REL 296
In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion
Requirements/Evaluation: evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Core Electives

Fall 2016
LEC Section: 01  MWF 08:30 AM 09:45 AM  Instructor: Alexandra Garbarini

HIST 339 Marx and His Times (and Marx's Relevance Today)
Growing economic inequality—at home and in the world—is fuelling powerful new protest movements reminiscent of the times of revolution in which Karl Marx played such an important role. Not surprisingly, activists, journalists, and academics have revived interest in studying Marx—the man, the activist, the theoretician—to discover his continuing relevance today. In this class, we will study Marx by reading some of his major political writings—e.g. The Communist Manifesto, The Civil War in France—in the context of the revolutions he was engaged in (the 1848 revolutions, the Paris Commune of 1871); we will study his activism, particularly the organization of the First International (1864-1876), Marx's disputes with anarchists and social democrats (Critique of the Gotha Programme), and his attitude towards the non-white world, through reading his correspondence and newspaper articles, as well as recent biographies; and we will read excerpts from his major theoretical and philosophical works, e.g., On the Jewish Question, The Economic and Philosophical Manuscripts and Capital, with an eye towards understanding how he changed and developed his ideas over time.
Class Format: seminar
Requirements/Evaluation: evaluation to be based on class participation, and 2-3 medium sized papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM  Instructor: Shanti Singham

HIST 343 Conquistadors in the New World
Crosslistings: HIST 343/LATS 343
The Spanish conquest of the Americas happened with astonishing rapidity: Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. "We came," wrote the conquistador Bernal Dias del Castillo, "to serve God, and our King, and to get rich." Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or
changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean
HIST Group P Electives - Premodern
LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2017
LEC   Instructor: James Wood

HIST 347(S) Democracy and Dictatorship in Latin America
The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"—and the implications of our choice of criteria.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect

Spring 2017
LEC Section: 01   TR 09:55 AM 11:10 AM   Instructor: Roger Kittleson

HIST 352(F,S) Americans and the Maritime Environment (W)
Crosslistings: MAST 352/HIST 352
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.
Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project
Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributional Requirements: Division 2
Writing Intensive
Other Attributes:
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01   TBA   Instructor: Glenn Gordinier

Spring 2017
LEC Section: 01   TBA   Instructor: Glenn Gordinier

HIST 354(F) The Revolutionary Generation: Galaxy of Leaders
Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: seminar
Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Fall 2016
SEM Section: 01   W 01:10 PM 03:50 PM   Instructor: Susan Dunn

HIST 357 Beyond Tonto: American Indians in Film (D)
Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

Class Format: seminar
Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST 358(S) The Roosevelt Style of Leadership
Crosslistings: LEAD 325/HIST 358
In this seminar we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar
Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Susan Dunn

HIST 360 Leadership and Historical Memory
Crosslistings: LEAD 320/HIST 360
Many Americans know Abraham Lincoln as the uncontroversial national icon chiseled in marble on the Washington Mall. But Lincoln has also been depicted as the paragon of the American self-made man, a symbol of northern aggression toward the South, an inveterate white supremacist, America's first gay president, and even, in our age of absurdist humor, a vampire hunter. Far from being fixed and static, our historical leaders' images have changed as Americans have deployed those images in new ways to make political and cultural claims, to teach their children, to assert a national identity, and sometimes just to make money. In this course, we will study portrayals of four of the most famous leaders in American history—Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr.—each of whose image has served as an important site for cultural and social contestation. As we explore how portrayals of these leaders have changed over time, we will ask: Why do we remember our leaders the way we do? What do our images of our leaders tell us about American society and culture? Why have these images changed so dramatically over time? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, public memorials, and journalism as well as biography and history.

Class Format: research seminar
Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation
Enrollment Preferences: Leadership Studies concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
SEM Instructor: Mason Williams

HIST 361 U.S. Settler Colonialism and Empire (D)
Crosslistings: AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep-seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro-American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting role of the US throughout the world during the twentieth century, mass incarceration as a means of social control, the post-9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.
**HIST 362 The 1980s**

This course will consider whether and how the 1980s are coming into view as history. Conventional wisdom views the 1980s as being defined by selfishness, greed, and materialism, but that decade also saw society engaged in serious debates about individual and social responsibility, the relationship between the state and society, and about America's role in the world. Understanding this era involves tackling broader questions about liberalism, conservatism, the welfare state, the cold war, globalization, the presidency, social movements, identity politics, popular culture, religion, and the media in modern U.S. history. This course will address some of these questions, examine the varieties of ways in which individuals and social groups conceived and reconceived their personal and political identities, and explore various methods used to assess contemporary history.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on several short writing assignments; two 4- to 5-page essays; and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Preferences:** determined by instructor

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:**
Division 2

**Not Offered Academic Year 2017**

**LEC**  Instructor: Sara Dubow

**HIST 363 Cold War Technocultures**

**Crosslistings:** SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263

With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).

**Class Format:** seminar

**Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor

**Prerequisites:** none

**Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:**
Division 2
HIST 364(F) History of the Old South
Crosslistings: HIST 364/AFR 364/AMST 364
During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01   MR 02:35 PM 03:50 PM   Instructor: Charles Dew

HIST 365 History of the New South
Crosslistings: HIST 365/AFR 365/AMST 365
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC   Instructor: Charles Dew

HIST 366(S) What They Saw in America
Crosslistings: SOC 244/HIST 366/AMST 244
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America, one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar
Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor
Enrollment Limit: 9
Expected Class Size: 9
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01  M 07:00 PM 09:40 PM  Instructor: James Nolan

HIST 367(S) American Political Manifestos
Is there an American style or tradition of writing political manifestos? Given the United States's origins in revolution, the answer would seem on the surface to be a definitive "yes." But is it possible to trace coherent historical patterns among these public political declarations -- of the sort we would term "manifestos" -- and how might we even choose to define that term? What have been the most pronounced influences over time on manifesto writers? We will explore these questions in two ways: first, through close readings and analyses of manifestos at three historical junctures in U.S. history (the Revolutionary era; the 1830s-1850s; and the decades following World War II); and second, through students’ original research projects into manifestos of their own choosing.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class discussion, two short papers, one research project, and one final take-home
Prerequisites: Group F
Enrollment Preferences: none
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01  TR 11:20 AM 12:35 PM  Instructor: Karen Merrill

HIST 368(F) Development of American Indian Law & Policy (D)
Crosslistings: AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the historical development of tribal governments and the ever-changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty-making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.
Class Format: lecture
Requirements/Evaluation: evaluation will be based upon short papers, group work, and in-class essay exams
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Fall 2016
LEC Section: 01  Cancelled

HIST 369 American History in Film
Crosslistings: HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re-enact" the past for the purposes of entertainment. But like words, they can inform or dis-inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture?
How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now; and others.

Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening

Requirements/Evaluation: several reviews and short papers, and a final paper or project

Prerequisites: knowledge of American history strongly recommended

Enrollment Preferences: junior and senior History majors; then sophomores; then first years

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:
Division 2

Other Attributes:
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM  Instructor: Leslie Brown

HIST 370 African American Urban History
Crosslistings: HIST 370/AFR 366

In the mid twentieth century, "inner city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the contention over the definition of "black" as Caribbean and African migrants came to urban centers after 1960. We will pay particular attention the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers.

One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).

Class Format: seminar

Requirements/Evaluation: one short book review, one brief research project (7-10 pages), and one historiographic essay

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators and History majors

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:
Division 2

Other Attributes:
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM

HIST 371(S) Oral History: Theory, Methods and Practice

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. Using a variety of texts, including transcripts and recorded interviews, students will consider what oral history offers as a source of information; how oral history is produced and analyzed; legal, ethical, and methodological considerations; the impact of digital technologies on oral history; and the ways that memory, context, and identity shape the interview. The class will include a hands-on component and a group final project, giving students the chance to conduct, archive, use and present interviews. Interviews will be added to the Williams College Archives. The final project will focus on a topic related to local history such as the impact of industry and deindustrialization on northern Berkshire County. All students will be expected to complete several short research and writing assignments; travel off campus to conduct recorded interviews; submit written transcriptions; and participate in the final group project. Additional compulsory class sessions may be added for field trips and methods workshops.

Class Format: seminar

Requirements/Evaluation: 2 transcribed interviews, 2 short papers, participation, final group project; students must travel off campus to conduct two oral history interviews; interviews to be recorded, transcribed, and archived. Also short papers and final group project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: history majors, juniors

Enrollment Limit: 18

Expected Class Size: 12-15

Distributional Requirements:
Division 2

Spring 2017

SEM Section: 01  MR 02:35 PM 03:50 PM Instructor: Annie Valk

HIST 372(S) The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East", we think about "the West" as a place diversely inhabited for hundreds, even thousands, of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, 2 short-to-moderate writing assignments, 1 brief oral presentation, and one 8-10 page research paper, due at the end of reading period

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:
Division 2

Other Attributes:
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Spring 2017
SEM Section: 01   TF 01:10 PM 02:25 PM   Instructor: Karen Merrill

HIST 374 American Medical History

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, reading quiz, and a final research paper

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15-25

Distributional Requirements:
Division 2

Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
PHLH Bioethics + Interpretations of Health
SCST Elective Courses

Not Offered Academic Year 2017
LEC   Instructor: Gretchen Long

HIST 375 History of American Childhood (D)

Crosslistings: HIST 375/AFR 375

Over the course of American history both the experience of childhood and our understandings of childhood have changed radically. Children have been bought and sold as slaves, hanged as convicted witches, and purchased slaves themselves. A century ago many children were sent "out to work" at ages that our society now defines as too young even to be left alone in the house. Common experiences of modern middle-class American childhood—summer camp, secondary school, and organized youth sports teams—are recent additions to American life. Through reading works of history and autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups of children that differ by race and class. In addition, we will interrogate the category of childhood and debate its universality and usefulness. Does the experience of childhood help to "unify" diverse groups of people?

Class Format: lecture/discussion

Requirements/Evaluation: students will be required to write three papers and be expected to contribute actively to class discussion

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Preferences: determined by instructor

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC

HIST 376(F) Sex, Gender, and the Law in U.S. History (D)
Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Fall 2016
SEM Section: 01   TF 02:35 PM 03:50 PM   Instructor: Sara Dubow

HIST 378 The History of Sexuality in America
Crosslistings: HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: History majors and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC   Instructor: Sara Dubow

HIST 379 Black Women in the United States (D)
Crosslistings: HIST 379/AFR 379/WGSS 379
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves
from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Preferences:** History majors and Africana Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:**
Division 2

Exploring Diversity

**Other Attributes:**
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses

*Not Offered Academic Year 2017*

LEC  Instructor: Leslie Brown

**HIST 380 Comparative American Immigration History (D)**

This course examines the underlying tension between the notion of American pluralism and the desire for homogeneity through the study of the history of immigration to the United States from Europe, Latin America, the Caribbean, Asia, the Middle East, and Africa. Special attention will be paid to the condition in the sending countries and the historical ties of those countries to the United States, immigration and labor recruitment, anti-immigrant sentiments, and the development of American immigration policy. This is an EDI course because it examines how people from different countries and cultures interacted with each other and those already in the United States. Theirs is a story of immigration, exclusion, resistance, accommodation, labor and the creation of an American image of pluralism, coupled with the desire for assimilated immigrants.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on two short critical essay (5-7 pages) and a final oral history/family history 15-20 pages

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:**
Division 2

Exploring Diversity

**Other Attributes:**
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Core Courses
GBST Borders, Exiles + Diaspora Studies Electives
HIST Group F Electives - U.S. + Canada
JLST Enactment/Applications in Institutions
LATM Comparative Race + Ethnic Studies Electives

*Not Offered Academic Year 2017*

LEC  Instructor: Scott Wong

**HIST 381(F) From Civil Rights to Black Power (D)**

Crosslistings: HIST 381/AFR 381

Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post-World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.

**Class Format:** lecture/discussion; second weekly meeting will split into two discussion sections

**Requirements/Evaluation:** willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final

**Extra Info:** course materials incorporate primary, secondary, and documentary sources, including a weekly film

**Prerequisites:** none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LEAD Facets or Domains of Leadership

Fall 2016
LEC Section: 01   Cancelled

HIST 382 Latina/o Politics (D)
Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a final paper (7-10 pages)
Prerequisites: none
Enrollment Preferences: Latina/o Studies concentrators and History majors; open to first year students
Enrollment Limit: none
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

HIST 383 Whiteness and Race in the History of the United States (D)
Crosslistings: HIST 383/WGSS 383/AMST 383
If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current issues. This course is framed by several questions: What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint-hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation and four papers
Enrollment Preferences: students in History, Africana Studies and Women’s, Gender and Sexuality Studies
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Leslie Brown

HIST 384 Selected Topics in Asian American Studies (D)
Crosslistings: HIST 384/ASST 384
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.
This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 10-15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Instructor: Scott Wong

HIST 386 Latinas in the Global Economy: Work, Migration, and Households (D)
Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants.
What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion
Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class
Prerequisites: open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST Borders, Exiles + Diaspora Studies Electives
HIST Group D Electives - Latin America + Caribbean
HIST Group F Electives - U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Carmen Whalen

HIST 387(S) Living with the Bomb: American Culture in the Nuclear Age
Crosslistings: HIST 387/SOC 386
Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent
testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 35

**Expected Class Size:** 35

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- HIST Group F Electives - U.S. + Canada

Spring 2017

LEC Section: 01  TR 11:20 AM 12:35 PM  Instructors: Jessica Chapman, James Nolan

**HIST 388 Decolonization and the Cold War**

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Preferences:** History majors; juniors and seniors

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- GBST South + Southeast Asia Studies Electives
- HIST Group G Electives - Global History
- LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017

SEM  Instructor: Jessica Chapman

**HIST 389 The Vietnam Wars**

**Crosslistings:** HIST 389/ASST 389/LEAD 389

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Preferences:** History and Asian Studies majors

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- HIST Group B Electives - Asia
- HIST Group F Electives - U.S. + Canada
- LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017

SEM  Instructor: Jessica Chapman
HIST 390 Transforming the New World and the Old: The Haitian and French Revolutions (D)

Crosslistings: HIST 390/AFR 390

This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World—of racism, and slavery—and of the Old World—of monarchy, aristocracy, the Church, and even of the bourgeoisie—with long-lasting effect. It will show how the two revolutions were intricately interrelated—even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality—and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt to show the continuing relevance of these Revolutions to 21st century movements for change. This Africana Studies course meets the EDI requirement because it explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class.

Class Format: seminar

Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation

Prerequisites: none

Enrollment Preferences: History majors and Africana Studies concentrators

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017

SEM Instructor: Shanti Singham

HIST 391 When India was the World: Trade, Travel and History in the Indian Ocean (D)

Crosslistings: HIST 391/ASST 391/GBST 391

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern
MAST Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Aparna Kapadia

HIST 392 History of the Book

Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280

From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will...
pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements:
Division 1
Other Attributes:
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
SEM Instructor: Edan Dekel

HIST 393(S) Sister Revolutions in France and America
Crosslistings: LEAD 212/HIST 393
In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students with backgrounds in American history, French history or Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD Facets or Domains of Leadership

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Susan Dunn

HIST 395(S) Signs of History
Crosslistings: ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
**Distribution Notes**: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST

**Distributional Requirements:**
Division 1

**Other Attributes:**
ENGL Criticism Courses
ENGL Literary Histories B

**Spring 2017**
SEM Section: 01   MR 02:35 PM 03:50 PM   Instructor: Walter Johnston

**HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present (D)**
This course will explore Europe's tumultuous relationship with North Africa, focusing on French and British colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, the collapse of the Ottoman Empire, Anglo-French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti-Islamic coup in 1991-2, and the migration of North Africans and Indian/Pakistani Muslims to Europe in the post 1945 period. Racial tensions, battles over headscarves, French hip-hop music, and Jewish-Muslim relations in contemporary France are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity. By comparing and contrasting Muslim and European societies, and by showing the ways in which colonial power and racial privilege affected these cultures, this course meets the Exploring Diversity Initiative requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a few short papers, and a longer research paper

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:**
Division 2
Exploring Diversity

**Other Attributes:**
ARAB Arabic Studies Electives
GBST Borders, Exiles + Diaspora Studies Electives
HIST Group A Electives - Africa
HIST Group C Electives - Europe and Russia

**Not Offered Academic Year 2017**
SEM   Instructor: Shanti Singham

**HIST 402(S) A History of Family in Africa (D) (W)**

Crosslistings: HIST 402/AFR 402/GBST 402/WGSS 400

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

**Class Format:** seminar

**Requirements/Evaluation:** seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** History majors

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:**
Division 2
Exploring Diversity
Writing Intensive

**Other Attributes:**
GBST African Studies Electives
HIST Group A Electives - Africa

**Spring 2017**
SEM Section: 01   W 01:10 PM 03:50 PM   Instructor: Kenda Mutongi

**HIST 403 Making it in Africa: Business in African History**

Crosslistings: HIST 403/AFR 404/LEAD 403

Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural
history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, and a final research paper

**Prerequisites:** previous courses in HIST

**Enrollment Preferences:** History majors and Africana Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

**Distributional Requirements:**
Division 2

**Other Attributes:**
HIST Group A Electives - Africa

_Not Offered Academic Year 2017_

**SEM**

**HIST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W)**

**Crosslistings:** HIST 409/ARAB 409/GBST 409

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Class Format:** seminar

**Requirements/Evaluation:** class participation and a 25-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Preferences:** History majors

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Distributional Requirements:**
Division 2
Exploring Diversity
Writing Intensive

**Other Attributes:**
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
JWST Elective Courses

_Not Offered Academic Year 2017_

**SEM  Instructor:** Magnus Bernhardsson

**HIST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)**

**Crosslistings:** HIST 410/ARAB 410/JWST 410/REL 405

What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh* (*Book of Kings*); we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre-Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.

**Class Format:** seminar

**Requirements/Evaluation:** a final, 25-page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work

**Prerequisites:** previous upper division work in HIST or courses on the Middle East

**Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Distributional Requirements:**
HIST 413T(S) History of Taiwan (W)
Crosslistings: HIST 413/ASST 413
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial
Requirements/Evaluation: weekly papers and critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History or Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group B Electives - Asia

Spring 2017
TUT Section: T1   TBA   Instructor: Anne Reinhardt

HIST 414 Merchant Cultures and Capitalist Classes in China and India
Crosslistings: HIST 414/ASST 414
As the expression "Chindia" in the title of a recent book suggests, contemporary commentators find it difficult to resist conflating the rise of China and India as economic powers in the early 21st century. There are, however, both significant parallels between the two national histories and important distinctions that shape their contemporary viewpoints and futures. This seminar will examine various historical dimensions of entrepreneurial activity in China and India from the early modern period through the twentieth century. It will focus on topics such as indigenous forms of merchant organization, the impact of nineteenth-century imperialism, the adoption of Western business forms and methods, and the relationship of entrepreneurial elites to the modern state.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, a literature review, and a final research paper
Prerequisites: upper division work in History or Asian Studies
Enrollment Preferences: advanced History and Asian Studies majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements:
Division 2
Other Attributes:
HIST Group B Electives - Asia

Not Offered Academic Year 2017
SEM   Instructor: Anne Reinhardt

HIST 415 Gods and Kings: Historical Narratives from India (W)
Crosslistings: HIST 415/ASST 415/COMP 415
India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory.

The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach.
The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers and a substantial final paper based on primary sources

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: some experience with HIST courses preferred

Enrollment Preferences: History majors; Comp lit majors; Asian Studies Majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distribution Notes: meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017

SEM I Instructor: Aparna Kapadia

HIST 424(S) The Dark Ages: Gaul after the Fall of Rome

What made Antiquity different from the Middle Ages? What changed after the Roman Empire ceased to exist in the West? This seminar will approach these classic problems through an intense focus on Gaul during the so-called "Dark Ages," from the fifth to the eighth centuries. During these years, Frankish kings of the Merovingian dynasty dominated Western Europe. Our sources for these transitional centuries are some of the most colorful and fascinating texts to emerge from the ancient world. We will begin with a look at life and politics under the later Roman empire, and then make ourselves experts in Merovingian history by studying nearly all the surviving written evidence. Narrative histories, chronicles and law codes will claim the bulk of our time and attention, but we will also sample documents, literature, and archeological finds. This comprehensive exposure will prepare us to confront the many scholarly debates that have surrounded the Merovingian age.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial final research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: senior, then junior History majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:
Division 2

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

Spring 2017

SEM Section: 01   M 07:00 PM 09:40 PM   Instructor: Eric Knibbs

HIST 433 The Justice of Violence? Histories of Terrorism in Europe

Crosslistings: HIST 433/JWST 433

The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "Terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20-page paper.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:
Division 2

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST 434 The Meaning of Diaspora and the Jews of Europe
Crosslistings: HIST 434/JWST 434
Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, this seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. We will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Capstone Course
JWST Core Electives

HIST 438 Religion and Secularism in Modern Europe and Russia (W)
This course will explore the complex and changing interplay between religion and secularity in modern Europe and Russia through an examination of selected topics from the Enlightenment to the present, including the interrelationship between religion on the one hand and politics, revolution, secularist, anti-Semitic, and Islamophobic ideologies, the formation of imperial and national polities and identities, social and economic change, women and gender, and the rise of consumerism on the other.
The influence and fate of religion in modern Europe present a complex and contradictory pattern. Increased religious tolerance and pluralism have coexisted with intense anti-clericalism, militant secularism, virulent anti-Semitism, and Islamophobia; religious revival and innovation have coexisted with skepticism, secularization, and dechristianization; both religion and irreligion have served as bases for political mobilization and powerfully shaped personal, national, and transnational identities. Demonstrating a long-term trajectory toward secularity, Europe for some scholars reflects the inexorable process of modernization; other scholars reject this claim and contend that Europe's experience is unique in a global context. As evidence, some point to the apparent vitality of religion in imperial Russia and the revival of religious profession and identity in post-communist Russia. In addition to exploring these questions through the topics noted above, students will do so also through a substantial independent research project on a topic of their own choice.

Class Format: seminar
Requirements/Evaluation: weekly 2-page responses to readings, two oral presentations, and a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, but some background in modern European or/and Russian history or/and religious studies is recommended
Enrollment Preferences: History, Russian, Religion majors; students with relevant background; seniors/juniors
Enrollment Limit: 15
Expected Class Size: 7-10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group C Electives - Europe and Russia

HIST 440(S) The Russian Revolution at 100 (W)
Crosslistings: HIST 440/LEAD 440
100 years ago the February Revolution of 1917 began a process of revolution through which a new type of political regime attempted to create a modern communist society, economy, and culture. By the 1930s this process of revolutionary transformation had developed into the Stalinist system, characterized by a hypertrophic state, rapid industrialization and the destruction of peasant agriculture, radical social and cultural change combined with traditionalism, and extensive state welfare combined with unprecedented state violence, all presided over by the towering figure of Joseph Stalin. The purpose of this seminar is to enable students to explore the sources and dynamics of this revolutionary process and to assess its meaning and significance in light of the past 100 years through both common readings and a substantial independent research project. Class meetings therefore will be devoted both to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution, as well as with some of the sources on which these interpretations are based, and to helping students with their research. Research topics can focus on any aspect of the Revolution, defined broadly as the period between 1900 and 1939.

Class Format: seminar

Requirements/Evaluation: short response papers, 2-3 oral presentations, substantial 18- to 25-page research paper, and class discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, but some familiarity with modern Russian or European history or background in Russian studies would be helpful

Enrollment Preferences: History majors, Leadership Studies concentrators, and students with some background in modern Russian/European history or Russian studies

Enrollment Limit: 14

Expected Class Size: 6-10

Dept. Notes: Fulfills Advanced Seminar and Group C requirements

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia

Spring 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: William Wagner

HIST 443 Race and Ethnicity in Latin America (D)

Crosslistings: HIST 443/AFR 443

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region.

To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper

Enrollment Preferences: History majors and Latino/a Studies concentrators

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
LEC  Instructor: Roger Kittleson

HIST 444 The Black Republic—Haiti in History and Imagination (D)

Crosslistings: AFR 444/HIST 444

This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan-African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of South America from the Spaniards, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tumultuous relations with both its colonial occupier, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical silencing suffered by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African-Caribbean art—and the role of the French and American governments in the recent coup against President Jean-Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.
Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
SEM Instructor: Shanti Singham

HIST 452 Women in America, 1620-1865
Crosslistings: HIST 452/WGSS 452
This course will explore the diversity of American women’s experiences from the colonial era through the Civil War. We will pay particular attention to the roles women filled—as slaves, nuns, housewives, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literacy and artistic culture as well as geopolitical events shaped women’s lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.
Class Format: seminar
Requirements/Evaluation: a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal
Prerequisites: none
Enrollment Preferences: advanced History majors and Women’s, Gender and Sexuality Studies majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements:
Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
SEM Instructor: Gretchen Long

HIST 456(F) Civil War and Reconstruction
Crosslistings: HIST 456/AFR 456/AMST 456
An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.
Class Format: seminar
Requirements/Evaluation: evaluation based on class participation and a substantial research paper based at least in part on primary source materials
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Charles Dew

HIST 457 Gender, Law, and Politics in U.S. History
Crosslistings: HIST 457/WGSS 457
This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of
statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on an extensive (20-25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation

Prerequisites: none

Enrollment Preferences: senior History majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:
Division 2

Other Attributes:
HIST Group F Electives - U.S. + Canada
JLST Enactment/Applications in Institutions
WGSS Theory Courses

Not Offered Academic Year 2017

SEM    Instructor: Sara Dubow

HIST 458 Sr.Sem:Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)

Crosslistings: WGSS 405/HIST 458

Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar

Requirements/Evaluation: 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and History majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Not Offered Academic Year 2017

SEM    Instructor: Sara Dubow

HIST 459 Jim Crow: American Apartheid (D)

Crosslistings: HIST 459/AFR 459

Between 1865 and 1965 white Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U.S. History. This course explores the law, cultural, economics, and politics of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American institutions enabled and maintained racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation and two shorter assignments leading up to a longer research paper

Enrollment Preferences: junior and senior History majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
**HIST 460(S) Modern American Indian Social and Political History (D)**

**Crosslistings:** AMST 460/HIST 460

Popular narratives of American Indian history often conclude with the 1890 Wounded Knee Massacre and fail to acknowledge the endurance and resurgence of modern Indigenous nations. In this readings seminar, we will historicize modern social and political issues in Native America and examine the processes of resistance, renewal, accommodation, and change from the reservation era to the present. Course topics will include: treaty rights and tribal sovereignty, federal Indian policy, social movements, reservation governance, economic development, cultural revitalization, conflict over natural resources, identity and belonging, and urban experiences. We will also reflect upon the various interdisciplinary sources and interdisciplinary methods of Indigenous studies.

**Class Format:** seminar

**Requirements/Evaluation:** attendance/participation in discussion, two short 5-page papers, and a 12- to 15-page final paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** American Studies majors and History majors

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:**
Division 2

**Exploring Diversity**

**Other Attributes:**
AMST Critical and Cultural Theory Electives

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**HIST 464 The United States and the Vietnam War**

**Crosslistings:** HIST 464/LEAD 464

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country’s overall foreign policy, its military strategy, the relationship between various branches of government, the nation’s political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America’s war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on one aspect of America's Vietnam War.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

**Enrollment Preferences:** advanced History majors

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

**Distributional Requirements:**
Division 2

**Other Attributes:**
HIST Group F Electives - U.S. + Canada

LEAD American Foreign Policy Leadership

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**HIST 465 War and Remembrance in Vietnam (W)**

**Crosslistings:** HIST 465/ASST 465

This seminar, which includes a required spring break field trip to Vietnam, examines how that country's twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever-growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam’s recent past that they encounter inside the country's borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state-run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short writing assignments, and a substantial final research paper or other approved final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** History and Asian Studies majors; students with prior coursework related to the Vietnam Wars
**HIST 469 Notions of Race and Ethnicity in American Culture (D)**

*Crosslistings:* HIST 469/AMST 469

While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** previous upper division HIST courses

**Enrollment Preferences:** senior History majors

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

**Distributional Requirements:**
Division 2
Exploring Diversity

**Other Attributes:**
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
HIST Group F Electives - U.S. + Canada

*Not Offered Academic Year 2017*

SEM  Instructor: Jessica Chapman

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**HIST 471(S) Comparative Latina/o Migrations (D) (W)**

*Crosslistings:* LATS 471/HIST 471

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group's experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

**Prerequisites:** none

**Enrollment Preferences:** History majors and Latina/o Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 8-15

**Distributional Requirements:**
Division 2
Exploring Diversity
Writing Intensive

**Other Attributes:**
AMST Comp Studies in Race, Ethnicity, Diaspora
GBT Borders, Exiles + Diaspora Studies Electives
HIST Group F Electives - U.S. + Canada

*Not Offered Academic Year 2017*

SEM  Instructor: Scott Wong

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Enrollment Limit: 10
Expected Class Size: 10
Dept. Notes: this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund

**Distributional Requirements:**
Division 2
Writing Intensive

**Other Attributes:**
HIST Group B Electives - Asia
HIST Group F Electives - U.S. + Canada

*Not Offered Academic Year 2017*

SEM  Instructor: Jessica Chapman
LATS 400-level Seminars

Spring 2017
SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Carmen Whalen

HIST 476 Black Radicalism (D)
Crosslistings: AFR 476/HIST 476
Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery—brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African-American/Black-Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.
Extra Info: may not be taken on a pass/fail basis
we will have a number of shared class/discussns w/ Mt. Holyoke's Africana Senior Seminar via video-skype; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, presentations, & local activists
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators; History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group A Electives - Africa
HIST Group D Electives - Latin America + Caribbean
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

HIST 478(F) Cold War Landscapes
Crosslistings: HIST 478/ENVI 478/AMST 478
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper
Prerequisites: none
Enrollment Preferences: History, Environmental Policy, and Environmental Science majors if over-enrolled
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
HIST Group C Electives - Europe and Russia
HIST Group F Electives - U.S. + Canada
HIST 479(F) Recent U.S. History: The 1970s and 1980s (W)
The 1970s and 1980s are decades that mark the beginning of many of the phenomenon shaping the United States today: the rise of economic inequality; the origins of globalization; the first awareness of an "energy crisis;" the birth of social movements like feminism, gay rights, and black power; the deepening of urban poverty and the expansion of the criminal justice system; the ascendancy of stock market and financial deregulation; the transition to a service economy; the growth of new forms of art and music like hip-hop and punk; the rise of evangelical Christianity as a political force; the emergence of a conservative movement; the end of Soviet Communism. This course will look at the political, economic, cultural and intellectual history of the 1970s and 1980s in the United States, with a special eye to the question of how and why conservative politics and a neoliberal economic order developed alongside liberal social and cultural values. We will consider the connection between the right and the left over this period, asking how we should think about the rise of the gay rights movement, the legacy of the civil rights movement, and the evolution of feminism in the broader context of American political and economic history. The course will also address some of the transnational aspects of recent American history, both the ways that ideas from other parts of the world have shaped American politics and society and the impact that the United States has had on the rest of the world. We will make use mostly of primary documents-political speeches, manifestos, music and lyrics, film, journalism and fiction-but we will also consider the ways that scholars have tried to conceptualize such recent history. While we will look at political leaders, intellectuals and the evolution of national politics, we will also consider the role of social movements, popular culture and the actions and ideas of people with no special access to power in shaping the history of the period. Throughout, we will ask: what are the connections between this history and the present? What lessons can we draw to think about our contemporary political and economic situation? Students will develop their own research questions and will produce a 20-page paper based on original research.

Class Format: seminar
Requirements/Evaluation: 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: senior History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group F Electives - U.S. + Canada

Fall 2016
SEM Section: 01  M 07:00 PM 09:40 PM  Instructor: Sara Dubow

HIST 480T(F) Interpretations of the Israeli-Palestinian Conflict (D) (W)
Crosslistings: HIST 480/ARAB 480/JWST 480
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors as well as Arabic Studies majors and Jewish Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Core Electives

Fall 2016
TUT Section: T1  TBA  Instructor: Magnus Bernhardsson

HIST 481T America in the 1970s (D) (W)
The first general history of the 1970s was titled It Seemed Like Nothing Happened. During the last decade, however, a wave of new scholarship has reinterpreted the 1970s, and has redefined it as the "pivotal decade" when the forces that have shaped U.S. history for
the past forty years took shape. This course will introduce students to that new scholarship, and will identify and study those forces. Examining a range of topics related to the political, economic, cultural, social and intellectual history of the 1970s, we will pay special attention to the evolving status and meanings of liberalism and conservatism in that decade. This course will also consider the two methodological assumptions embedded in its title—what are the limits and benefits of using a decade as a category of analysis? And what are the limits and benefits of studying that decade through a national lens as opposed to a transnational one?

Class Format: tutorial

Requirements/Evaluation: every other week, students will write and present orally a 5- to 7-page essay on the assigned readings of that week; on alternate weeks, students will write a 2-page critique of their tutorial partner's essay

Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: History majors and students with some prior coursework in U.S. History

Expected Class Size: 10

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
TUT     Instructor: Sara Dubow
HIST 484(F) Victorian Psychology from the Phrenologists to Freud (W)
Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This research seminar will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course has two principal aims. First, students will concentrate on the close reading and analysis of primary documents, including: professional literature in what we would today call psychiatry; philosophical texts, manuals on child rearing, education, sexual practice, and living the wholesome life; and cultural documents. Second, students will produce a substantial research paper investigating one of the topics considered in the course or on one or more of the authors whom we will be reading in the seminar. This project starts from the premise that Victorian ideas about the psyche reveal much about the psyches of Victorians, their hopes and fears, their preoccupations, their attitudes about themselves and the world in which they lived. Setting the work of Sigmund Freud in the context of Victorian psychology is central to this seminar, for many of the ideas associated with Freud derived from assumptions about the psyche characteristic of the Victorian era.

Class Format: seminar

Requirements/Evaluation: weekly reading response papers and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: seniors, then junior History majors, then juniors
Enrollment Limit: 15
Expected Class Size: 15

Dept. Notes: fulfills the department's seminar requirement for graduation with a degree in history and also the European area requirement.

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia

Fall 2016
SEM Section: 01   W 01:10 PM 03:50 PM   Instructor: Thomas Kohut

HIST 485T After Rome (W)
Crosslistings: HIST 485/CLAS 485
What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post-Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first-hand experience with the problems of post-Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post-Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.

Class Format: tutorial
Requirements/Evaluation: six essays (5-7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 10
Expected Class Size: 10
HIST 486T The Pacific War in Japanese Historical Memory (W)
Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner;

Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course

Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST Group B Electives - Asia
Not Offered Academic Year 2017
TUT   Instructor: Eiko Siniawer

HIST 488T Gandhi: Nationalism, Philosophy, and Legacy (D) (W)
Crosslistings: HIST 488/ASST 488/GBST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India.

The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs
Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
HIST 489T Ideology, Culture, and Identity: The "New Diplomatic History" (W)
This course explores a recent wave of historical scholarship on the roles of ideology, culture, and identity in American foreign relations. The proliferation of such studies has contributed to the revival of the once moribund subfield of diplomatic history and restored it to the mainstream of the historical profession. Yet this "cultural turn" has not come without controversy, as some traditional diplomatic historians insist that it dilutes the subfield and discourages young scholars from engaging in necessary research on high-level diplomacy. Students will read several important "state of the field" essays alongside some of the most exciting contributions to this new trend and consider the following questions: What do these new works add to our understanding of U.S. history and the history of the United States in the World? What roles do ideology, culture, and identity play in the policymaking process? In what ways do these studies complement traditional diplomatic histories that privilege the study of power in the international arena and to what extent are they a separate venture all together? What can "the new diplomatic history" contribute to other historical subfields and vice versa?

Class Format: Tutorial
Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will produce a 2-page critique of their fellow students' work
Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: None
Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: Jessica Chapman

HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe (W)
Crosslistings: HIST 490/JWST 490
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Class Format: Tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student
Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week
Extra Info: Additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work
Prerequisites: Permission of instructor
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Capstone Course
JWST Core Electives

Spring 2017
TUT Section: T1 TBA Instructor: Alexandra Garbarini
HIST 491T The Suburbs (W)
Crosslistings: HIST 491/ENVI 491/AMST 490
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial
Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors and students with previous coursework in History
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
TUT Instructor: Karen Merrill

HIST 492T(S) Revolutionary Thought in Latin America (D) (W)
For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose? This course will fulfill the requirements of the Exploring Diversity Initiative by comparing and analyzing divergent theorizations of history and society, as well as the contexts in which such theories emerged and to which we might or might not choose to apply them. A central aim of the course will be to compare the formation of revolutionary initiatives across national and chronological boundaries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week
Requirements/Evaluation: each student will write and present a 5- to 7-page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: History majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
HIST Group D Electives - Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect

Spring 2017
TUT Section: T1 TBA Instructor: Roger Kittleson

HIST 493(F) Senior Thesis: Research Seminar
This seminar is intended solely for writers of senior theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to W31 and HIST 494, performance in the fall semester will be factored into the thesis grade calculated
The quality of a student's performance in the seminar segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** limited to seniors accepted into the History Department's Thesis Program

**Distributional Requirements:**
Division 2

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**HIST 494(S) Senior Thesis: Writing Seminar**
This seminar is a continuation of HIST 493 and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and prepare for the Thesis Colloquium in May at which theses will be presented and assessed. For students proceeding to W31 and HIST 494, performance in fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program

**Distributional Requirements:**
Division 2

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**HIST 497(F) Independent Study: History**
History independent study.

**Class Format:** independent study

**Distributional Requirements:**
Division 2

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**HIST 498(S) Independent Study: History**
History independent study.

**Class Format:** independent study

**Distributional Requirements:**
Division 2

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**Fall 2016**
HON Section: 01   TF 02:35 PM 03:50 PM   Instructor: Alexandra Garbarini

**HIST 494(S) Senior Thesis: Writing Seminar**
This seminar is a continuation of HIST 493 and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and prepare for the Thesis Colloquium in May at which theses will be presented and assessed. For students proceeding to W31 and HIST 494, performance in fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program

**Distributional Requirements:**
Division 2

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**Spring 2017**
HON Section: 01   TF 02:35 PM 03:50 PM   Instructor: Alexandra Garbarini

**HIST 497(F) Independent Study: History**
History independent study.

**Class Format:** independent study

**Distributional Requirements:**
Division 2

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**Fall 2016**
IND Section: 01   TBA   Instructor: Karen Merrill

**HIST 498(S) Independent Study: History**
History independent study.

**Class Format:** independent study

**Distributional Requirements:**
Division 2

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**Spring 2017**
IND Section: 01   TBA   Instructor: Karen Merrill