The information presented here is as of 10/28/2013.

HISTORY (Div. II)

Chair, Professor EIKO MARUKO SINIAWER


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
Latin America and the Caribbean: 142-151 242-251 342-351 442-451
United States: 152-191 252-291 352-387 452-471
Transnational/Comparative: 192-199 292-299 388-396 472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major. All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact the faculty director of the Honors Program. Prospective study abroad students should contact the department’s administrative assistant.

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

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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

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

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

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 faculty member of the History Department. Normally, the thesis topic is related to course work 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 grading 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. The completion of the 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 seminar and members of the department’s thesis committee during the early weeks of the second semester.

Completed thesis students make an appointment with the thesis advisor to discuss their thesis proposal. 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 are therefore 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; no courses taken abroad, even at Oxford, can be used to satisfy the major seminar and advanced seminar/tutorial requirements). 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.

Courses

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First-Year Seminars and Tutorials: Africa and the Middle East (102-111)

HIST 104 Travel Narratives and African History (Same as AFR 104) (Not offered 2013-2014) (W)

In a way, travel is writing. In the same way that travel and writing have flourished, the accounts of travel have been told and retold in many forms. The historian can view travel as an opportunity to explore different cultures and ways of life. The traveler’s experiences can provide valuable insights into the social, political, and economic conditions of a place. This course will examine how travel has been used as a tool for understanding and interpreting the past. Through the study of travel narratives, students will gain a deeper understanding of the ways in which people have recorded their experiences and how these records have shaped our understanding of history.

In the first section of the course, students will read and discuss travel narratives written by European explorers, missionaries, and colonists. These narratives provide a unique perspective on the encounter between European and African cultures. Students will analyze the ways in which these travelers described their experiences, and the ways in which their narratives have been used to shape our understanding of African history.

In the second section of the course, students will read and discuss travel narratives written by African writers and activists. These narratives provide a different perspective on the encounter between African and European cultures. Students will analyze the ways in which these writers described their experiences, and the ways in which their narratives have been used to shape our understanding of African history.

The course will be assessed through frequent writing assignments, class discussions, and oral presentations. Students will also have the opportunity to engage with other students in small group discussions and debates. The course will meet the Writing Requirement and fulfill the Conceptual and Historical Understanding and Social and Cultural Understanding requirements.

HIST 105F How to Save Africa (Same as AFR 105 and INST 105) (W)

How to save Africa? This course will not provide an easy answer to that question. Instead, we will study how and why that query has become ubiquitous and legitimate in the first place. Salvation projects have been numerous in African history: the antislavery campaigns; the so-called civilizing mission; structural adjustment programs; and, more recently, humanitarian campaigns like “Save Darfur” and “Kony 2012.” We will use recent scholarship to discuss different points of views on these projects. We will also closely read a set of primary sources, including speeches, articles, and letters, to understand how different individuals and organizations have articulated their visions for saving Africa. The course will meet the Writing Requirement and fulfill the Conceptual and Historical Understanding and Social and Cultural Understanding requirements.
of primary sources—memoirs, newspaper articles, and films on the “salvation complex” in Africa—and we will subject them to similar questions: what did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? Finally, we will examine the changes and continuities between the different projects of salvation, and consider how the study of history might help us understand Africa’s position in the world today.

Format: seminar. Requirements: students will be evaluated on class participation, response papers, three short essays, and a final research paper.

No prerequisites; first-year or sophomore standing. Enrollment limit: 19 (expected: 13–19). Preference given to first-year students, then sophomores who have not previously taken an 100-level seminar.

GROUP A
Hour: 2:35–3:50 MR

HIST 111 Movers and Shakers in the Middle East (Same as ARAB 111 and LEAD 150) (Not offered 2013-2014) (W) (D)

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 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 Mussa al-Din, Unam Khilf, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Format: seminar. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, then sophomores who have not previously taken a 100-level seminar.

GROUP E
BERNHARDSSON

FIRST-YEAR SEMINARS AND TUTORIALS: Asia (112-121)

HIST 115(S) The World of the Mongol Empire (Same as ASST 115) (W)

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 steppes through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chroniclers, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Format: seminar. No prerequisite required. Several short papers, and a final research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15–19). Preference will be given to first-year students and then to sophomores who have not previously taken a 100-level seminar.

GROUP A & G
Hour: 9:35-11:10 TR

HIST 117(S) Bombay/Mumbai: Making of a Modern Metropolis (Same as ASST 117 and INST 117) (W)

In the summer of 1661, a marriage alliance between the Portuguese and the British crowns resulted in the hand over of a set of seven small, swampy, spottily inhabited islands on the west coast of India to the latter. Through the seventeenth and eighteenth centuries, these islands, turned into a contiguous landmass by the British, emerged as the thriving port city of Bombay. Known today as Mumbai, it is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's foremost cities like New York and Shanghai. Yet, Mumbai also has its own unique character. In fact it is often said that Mumbai is not just a city but also a state of mind. Its vibrant culture and dark underbelly of poverty and violence have inspired numerous books and films. In this course we will explore the many narratives about Mumbai, from colonial to contemporary times to understand how this city of dreams has been imagined throughout its history. These narratives will be placed alongside recent research on the specific themes in order to understand the different elements that went into the making of this modern metropolis.

Format: seminar. Requirements: class participation, weekly essays (3 pages), final research paper (10 pages).

Prerequisites: first-year or sophomore standing. Enrollment limit: 19 (expected: 15–19). Preference given to first-year students, then sophomores who have not previously taken a 100-level seminar.

May not be taken on a pass/fail basis; not available for the Gaudino option.

GROUP A
Hour: 1:10–2:25 TF

KAPADIA

HIST 119 The Japanese Empire (Not offered 2013-2014) (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 the empire had on the empire at home; how to understand the empire's 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.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a final research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, then to sophomores who have not previously taken a 100-level seminar.

GROUP B
SINIAWER

HIST 121T The Two Koreas (Same as ASST 121T) (Not offered 2013-2014) (W)

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 diverged 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, offer us in terms of relations with the peninsula and beyond. Course materials will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Attention will also be given to revising written work. Students will be evaluated on their essays and their analyses of their partner’s work.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, then to sophomores who have not previously taken a 100-level seminar.

May not be taken on a pass/fail basis; not available for the Gaudino option.

GROUP B
SINIAWER

FIRST-YEAR SEMINARS AND TUTORIALS: Europe and Russia (122-141)

HIST 127 The Expansion of Europe (Not offered 2013-2014) (W)

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, then to sophomores who have not previously taken a 100-level seminar.

GROUPS C and G
WOOD
FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 130(F) 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 responded to ecclesiastical demands for military intervention as the East fell to Constantinople, lay siege to Nicaea and Anti- och, 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.
Format: seminar. Requirements: evaluation will be based on a quiz, three shorter papers, and a longer, final project based on independent library research.
No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.
Group C and G
Hour: 7:00-9:40 p.m. SINGHAM

HIST 131(F) The Great War, 1914-1918 (Same as LEAD 135T) (W)
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.
What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?
Format: tutorial.
No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 10). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.
May not be taken on a pass/fail basis; not available for the Gaudino option.
Group C
Tutorial meetings to be arranged. WOOD

HIST 132(S) Before the Long Reign: Paris and Berlin in the Intervar Years (Not offered 2013-2014) (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 countries: the impact of World War I on 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.
Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.
No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.
Group C
GARBARINI

HIST 140(T) 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.
Format: tutorial. Requirements: in alternative weeks, students will write an essay based on class readings and critique their tutorial partner’s essay.
No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.
May not be taken on a pass/fail basis; not available for the Gaudino option.
Group C
Tutorial meetings to be arranged. WAGNER

HIST 141 Adventures and Pleasures in the Russian Metropolis, 1880-1917 (Same as WGSS 141) (Not offered 2013-2014) (W)
This course introduces students to the artistic movements, everyday life, and socio-cultural upheavals of urban Russia in the fin-de-siècle (1880 to 1917). The fast-paced, consumer-oriented modern city, with its celebrities, fashions, and technological wonders, gripped the imagination of imperial Russia’s urban denizens. The inhabitants of St. Petersburg and Moscow, conscious of living in a new era, embraced and grappled with the Modern Age as journalists, impresarios, and artists narrated and interpreted it. We will explore the magazines and newspapers that redefined the self and identity were reflected in modernist art and thought, literature, and autobiographical writings. We will also look closely at the realms of elite entertainment and popular amusement in an attempt to relate consumer culture to notions of gender and sexuality, the redefinition of status and privilege, and concepts of leisure. Historians have offered competing explanations of how and why the rapid social, economic and cultural changes of this period contributed to the fall of the Russian monarchy and the Bolshevik Revolution of 1917. Our primary goal will be to use sources to assess their arguments and, hopefully, make our own. Texts include: historical scholarship, literary works, philosophical and sociological writings, music, visual art, and film.
Format: seminar. Evaluation will be based on class participation, several short essays, and a final research paper.
No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.
Group C
FISHZON

FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 143 Soccer and History in Latin America: Making the Beautiful Game (Not offered 2013-2014) (W) (D)
This course examines the rise of soccer (fútbol/futbol) 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. Through lecture, readings, videos, and skepticism, 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

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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.

Format: seminar. Evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 19). Preference will be given to first-year students and then to sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course.

Group D
KITTLESON

FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)

HIST 152 The Fourteenth Amendment and the Meanings of Equality (Same as WGSS 152) (Not offered 2013-2014) (W)

For more than 40 years, the 14th Amendment was 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.

Format: discussion. Evaluation will be based on class discussion, three short analytical papers, and a final research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.

Group F
DUBOW

HIST 154(S) The American Way of War: The First Three Centuries (W)

Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip’s War, the Seven Years War, the War of 1812, Jackson’s Indian Wars, the Mexican-American War, the Plains Indians Wars, and the Spanish American War. All but the last of these wars were fought in a world where Europeans and Americans fight these wars! How did American militaries establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralized attempts to create a national and/or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace-loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.

Format: tutorial. Students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level tutorial.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Group F

Tutorial meetings to be arranged.

WOOD

HIST 157(S) From Powhatan to Lincoln: Discovering Leadership in a New World (Same as AMST 157 and LEAD 157) (W)

The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course begins with Powhatan, whose Native American empire spanned the Eastern Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England’s first foothold in the New World, and ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony. African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women’s rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.

Format: seminar. Evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.

Group F and G

Hour: 1:10-3:50 W

HIST 164(S) Slavery in the United States (Same as AFR 164 and AMST 165) (W)

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.

Format: seminar. 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 in the North and the South. Building on several preliminary essays, each student will complete a research project which leads to a final research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.

Group F

Hour: 1:10-3:50 W

HIST 165 Going Nuclear: American Culture in the Atomic Age (Same as LEAD 165) (Not offered 2013-2014) (W)

Ever since the Manhattan Project produced atomic weapons for Harry Truman to use against Japan at the end of World War II, atomic science has fueled Americans’ fears, hopes, nightmares, and fantasies. This course will examine all aspects of American nuclear culture, from scientists’ movements to abolish atomic weapons and expand peaceful atomic energy production to dystopian fiction about the nuclear apocalypse. It will investigate the role of the nuclear arms race in the cold war and the development of civil defense and bomb shelter culture in the United States. Using scholarly books and articles, primary sources, novels, and films, we will explore the interactions between science, diplomacy, and culture in the nuclear age. 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.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final 10- to 12-page research paper.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.

Group F

CHAPMAN

HIST 166(S) Politics and Prose: Invisible Man in Historical Context (Same as AFR 166 and AMST 166) (D) (W)

“I am an invisible man.” So begins Ralph Ellison’s treatise on black life in the United States in the middle of the twentieth century. Ellison’s book Invisible Man appeared in 1952, won the National Book Award, and secured a prominent place in the canon of both African and American literature 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 examines the novel and its themes in historical context: debates among black intellectuals and leaders; links between culture and protest; and effects of black migration and urbanization. In addition to the novel the course also considers the work of black sociologists, anthropologists, law literatures, political science, education, folklores, and music.

Format: seminar. Requirements: Students will produce frequent short assignments, building toward longer essays and a final paper. Final evaluation will be based on these assignments and class participation.

No prerequisites; first-year or sophomore standing; juniors or seniors with permission of the instructor. Enrollment limit: 19 (expected: 15). Preference will be given to
This course will trace the historical development of Islam, one of the world's major religions and multi-cultural traditions, from early in the seventh century until the establishment of the Safavid Empire in 1501. The first part of the course will focus on the life and career of Muhammad, as prophet and statesman, and how he became an ideal for public and private behavior. The main part will consider the emergence of Islamic scripture, institutions, festivals, theology, and law and how a religion that had its origins in the Arabian Peninsula has spread to many parts of the world. Students will learn about the role of Koran, the hadith, and Sunnah in developing Islamic law and its application in Islamic society. The course will also examine the influence of Islamic jurisprudence on the development of law in the modern world. Students will be introduced to the basic concepts of Islamic law and the role of the Shari'a in the legal system of Islamic countries. The course will also discuss the relationship between Islamic law and contemporary issues such as women's rights, family law, and the status of the family. Students will be required to read and analyze primary sources and to participate in class discussions. The course will also include trips to Islamic sites in the United States and abroad, and readings from contemporary Islamic literature and thought.
Peninsula developed in multifaceted ways in Asia, Africa, and Europe. One major aim of this course is to give voice to Islamic texts and especially to how Muslims have defined themselves in multiple socio-historical contexts and how that context may have determined their interpretations of the Qur’an and the legacy of the Prophet Muhammad. Because the course explores the myriad reactions to the rise of Islam in different cultural communities, it is part of the Exploring Diversity Initiative.

Format: lecture/discussion. Evaluation will be based on short quizzes and papers, a midterm, and final project.

No prerequisites; open to all. Enrollment limit: 40 (expected: 25-30). Preference given to Students who are majoring in History, Religion, or Arabic Studies or intending to do so.

Groups E and G

BERNHARDSON

HIST 207(F) The Modern Middle East (Same as ARAB 207, INST 101, JWST 217, LEAD 207 and REL 239) (D)

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 shaped 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.

Format: lecture/discussion. Evaluation will be based on participation, short papers, quizzes, group project and final exam.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 30-40). Completion of course admission survey if overenrolled.

Group E

Hour: 9:55-11:10 TR

BERNHARDSON

HIST 209 The Origins of Islam: God, Empire and Apocalypse (Same as ARAB 231 and REL 231) (Not offered 2013-2014)

(See under REL 231 for full description.) DARROW

Groups E and G

INTRODUCTORY SURVEY COURSES: ASIA (212-221)

HIST 212(S) Transforming the “Middle Kingdom”: China, 2000 BCE-1600 (Same as ASST 212) (D)

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 by non-Chinese peoples, and changes 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.

Format: lecture/discussion. 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: 20).

Groups B and G

Hour: 11:20-12:55 TR

A. REINHARDT

HIST 213(F) Modern China, 1600-Present (Same as ASST 213) (D)

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.

Format: lecture/discussion. Evaluation will be based on participation, two short papers, a midterm, and a self-scheduled final exam.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 35-40).

Groups B

Hour: 9:55-11:10 TR

A. REINHARDT

HIST 216(S) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as ASST 236, INST 101 and REL 236) (Not offered 2013-2014)

(See under REL 236 for full description.) DARROW

Groups B and G

HIST 217 Early Modern Japan (Same as ASST 217 and JAPN 217) (Not offered 2013-2014)

The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the growth of cultural and material towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, urbanization, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, literature, and films.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam.

Prerequisites: none; open to all. Enrollment limit: 40 (expected: 20).

Groups B and G

SINIAWER

HIST 218(S) Modern Japan (Same as ASST 218 and JAPN 218) (Not offered 2013-2014)

A stunning revolution, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic rollercoaster have marked Japan’s modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and urban youth 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.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper.

No prerequisites; open to all. Enrollment limit: 40 (expected: 30). May not be taken on a pass/fail basis.

Groups B

Hour: 9:55-11:10 TR

SINIAWER

HIST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (Same as ASST 219, COMP 229 and JAPN 219) (Not offered 2013-2014)

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 Tokugawa shogunate, and the growth of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, urbanization, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, literature, and films.

Format: lecture/discussion. 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 all. Enrollment limit: 40 (expected: 30). Preference given to students majoring or considering a major in a related field.

Groups B and G

SINIAWER and BOLTON
HIST 220(F) History and Society in India and South Asia: c. 2000 to 1700s CE (Same as ASST 222)
This course is an introduction to the history of 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, and it continues to be so 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.
Format: lecture/discussion. Requirements: evaluation will be based on participation, response papers, short essays, and a final exam.
No prerequisites; open to all. Enrollment limit: 40 (expected: 20–25).
Groups B and G
Hour: 2:35–3:50 MR

HIST 221(S) The Making of Modern South Asia: 1750–1950 CE (Same as ASST 221 and INST 221)
This course will focus 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 primary sources on the specific themes, the course will also involve regular screenings and discussions on important, related films.
Format: lecture/discussion. Requirements: class participation, map quizzes, response papers (2 pages), short paper (6–8 pages), final exam.
No prerequisites; open to all. Enrollment limit: 40 (expected: 20–25).
Group B
Hour: 10:2–2:25 MR

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222(S) Greek History (Same as CLAS 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 must be approached as 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. The class will meet once a week for a lecture, and we will divide into two discussion sections for the second meeting of the week.
Format: lecture/discussion. 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: 40 (expected: 40).
Group C and G
Hour: 2:35–3:50 MR

HIST 223 Roman History (Same as CLAS 223) (Not offered 2013-2014)
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 transform 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.
Format: lecture/discussion. 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: 40).
Groups C and G

HIST 224(F) Roman Archaeology and Material Culture (Same as ANTH 235, ArtH 235 and CLAS 224)
(See under CLAS 224 for full description.)

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.
Format: lecture/discussion. Requirements: evaluation will be based on three short papers, a midterm, and a self-scheduled final.

HIST 226 Europe From Reformation to Revolution: 1500-1815 (Same as REL 222) (Not offered 2013-2014)
This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, of profound social and economic change, and of great intellectual ferment. Topics include the French and Russian Revolutions, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, European imperial expansion, the origins of World War I, and the environmental impact of 19th century Europeans on the world. With an eye toward exploring the origins of today’s complex attitudes toward class, race, ethnicity, and gender, the course will also focus on Marxism, racism, anti-Semitism, and feminism in the nineteenth century.
Format: discussion. Evaluation will be based on class participation, a midterm and/or a short paper, and a final exam and/or a 10- to 12-page research paper.
Prerequisites: none; open to all. No enrollment limit (expected: 25).
Groups C and G
Hour: 9:55-11:10 TR

HIST 227(F) A Century of Revolution: Europe, 1789-1917
This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, of profound social and economic change, and of great intellectual ferment. Topics include the French and Russian Revolutions, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, European imperial expansion, the origins of World War I, and the environmental impact of 19th century Europeans on the world. With an eye toward exploring the origins of today’s complex attitudes toward class, race, ethnicity, and gender, the course will also focus on Marxism, racism, anti-Semitism, and feminism in the nineteenth century.
Format: discussion. Evaluation will be based on class participation, a midterm and/or a short paper, and a final exam and/or a 10- to 12-page research paper.
Prerequisites: none; open to all. No enrollment limit (expected: 25).
Group C
Hour: 7:00-9:40 p.m. M

HIST 228(S) Europe in the Twentieth Century
This course will cover some of the most important themes of twentieth-century European history, from the eve of World War One to the end of the 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
HIST 229 European Imperialism and Decolonization (Same as AFR 229) (Not offered 2013-2014) (D)
This course introduces students to the histories of the two European empires in Europe 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 1930s; 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 battlefield 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.
Format: lecture/discussion. Requirements: active and effective participation in class discussion, interpretive essays, and a number of pop quizzes.
No prerequisites. Open to all. Enrollment limit: 40 (expected: 30-35).
Groups C and G
KOHUT
WAGNER

HIST 231(F) Medieval England
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 its 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.
Format: lecture/discussion. Requirements: several short papers, a midterm, and a final exam.
Groups C and G
GARBARINI

HIST 232(G) Modern European Jewish History, 1789-1948 (Same as JWST 230) (Not offered 2013-2014)
What does it mean to be a Jew? The vexed question of Jewish identity emerged 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 France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe’s 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 rise of religious denominations within Judaism, competing political ideologies, Jewish-gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.
Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam.
Groups C
SINGHAM
HIST 243(S) 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 movements in the first half of the twentieth century. The third section of the course will analyze the economic, political, and social 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 influences that played a role in regions and periods. Here we will take up questions of the empowerment 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 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.
Format: lecture/discussion. Evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam.
No prerequisites. Enrollment limit 40 (expected: 35-40).

Group D
Hour: 1:10-2:25 TF
KITTLESON

INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)
HIST 252(S) History of American History 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.
Prerequisites: none; open to all. Enrollment limit: 40 (expected: 15-20).

Groups F and G
Hour: 9:55-11:10 TR
P. SPERO

HIST 253(S) History of the United States, 1865-Present
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late nineteenth century to the present. With a 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 turns into the connections between current affairs and the American past. Course materials include a range of primary sources and historical interpretations.
Format: lecture/discussion. 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: 30-40).

Group F
Hour: 2:35-3:50 MR 11:20-12:35 TR
MERRILL, WONG

HIST 257 Social Justice: Tradition from the 1960s to Occupy Wall Street (Same as AMST 257 and LEAD 257) (Not offered 2013-2014)
(See under AMST 257 for full description.)
CORNELL

HIST 262(S) The United States and the World, 1776 to 1865
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—it's 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.
Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a midterm exam.
Prerequisites: none; open to all. Enrollment limit: 40 (expected: 15-25).

Group F
Hour: 8:30-9:45 TR
CHAPMAN

HIST 263(F) The United States and the World, 1914 to the Present
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 for world domination. After the Soviet Union collapsed in 1991, some spoke of the U.S. as a "hyperpower," but how it should exercise its unrivaled 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.
Format: lecture/discussion. 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: 25-30).

Group F
Hour: 9:55-11:10 TR
CHAPMAN

HIST 280 African American History: An Introduction (Same as AFR 280) (Not offered 2013-2014) (D)
This course provides a survey of African American History from the earliest importation and migration of Africans to North America 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 be designed to introduce students to the social and economic changes of the period and 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.
Format: lecture/discussion. Evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments.

Group F
Hour: 8:00-9:15 TR
LONG

HIST 281 African American History, 1619-1865 (Same as AFR 281) (Not offered 2013-2014) (D)
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course documents how economically, socially, 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 and secondary literature. Class meetings will combine lecture and discussion to focus on themes and issues. Evaluation in class discussion is essential.

Groups F and G
LONG

158
HIST 282(6) Introduction to American History (Same as AMST 284 and ASST 284) (D)
This course serves as the introduction to American history, roughly covering the years 1846 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 ethnic/racial groups in the United States. Topics include the anti-Asian exclusion movements, the warfare incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Vietnam, 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. There is a story of immigration, exclusion, resistance, reaccommodation, and the process of “becoming American”.
Format: lecture/discussion. 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: 20-25).
Group F
Hour: 11:20-12:35 TR
L. BROWN

HIST 293(F) History of Medicine (Same as HSCI 320)
(See under HSCI 320 for full description.)
Group G
D. BEAVER

HIST 294 Scientific Revolutions: 1543-1927 (Same as HSCI 224) (Not offered 2013-2014)
(See under HSCI 224 for full description.)
Groups C and G
D. BEAVER

HIST 295(F) Technology and Science in American Culture (Same as HSCI 240)
(See under HSCI 240 for full description.)
Group F
D. BEAVER

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, and those planning to be away for the whole of their junior year are encouraged to do so.

HIST 301A Approaching the Past: History, Theory, Practice (Not offered 2013-2014)
This course will explore how the discipline of History has come to assume its present form and how a number of historians since the 1820s 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 discovered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth-century predecessors. We will then consider the work 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 “post-modernism.” 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 practice of history.
Format: discussion. 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.
Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. Not available for the Gaudino option.

HIST 301B Approaching the Past: Documentary Studies and African American History (Not offered 2013-2014)
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 poor in the tenements of New York, Frederick Douglass’ autobiographies to Henry Hampton’s “Eyes on the Prize” series, recorded AND told histories.
Format: seminar. Requirements: evaluation will be based on class participation, weekly written critiques, and a final paper/project.
Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. May not be taken on a pass/fail basis; not available for the Gaudino option.

HIST 301C Approaching the Past: Practices of Modern History
(Not offered 2013-2014)
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 spokespersons 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. Format: discussion. Evaluation will be based on 1-hour, two 10- to 12-page papers, and a final exam. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. SINGHAM

HIST 301(F) 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. Format: seminar. Requirements: evaluation will be based on class participation, response papers, short essays, and a final paper. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. May not be taken on a pass/fail basis; not available for the Gaudino option. Hour: 1:10-3:50 W KOHUT

KITTLESON

HIST 301(S) 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 Viet Nam; and the events and aftermath of September 11, 2001. Format: discussion. 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. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. Not available for the Gaudino option. Hour: 1:10-3:50 W WONG

HIST 301G Approaching the Past: Writing the Past (Not offered 2013-2014)
"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 "what" 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 condeled "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' assumptions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they were taken. 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. Format: discussion. Evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. Not available for the Gaudino option. Hour: 1:10-3:50 W GARBARINI

HIST 301K(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 eleven 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 also be encouraged to examine their own assumptions about the past and about 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. Format: discussion. Requirements: in preparation for class discussion, students are required to produce a 1-page critical response to the assigned reading each week, which will form the basis for class discussion; 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. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. Not available for the Gaudino option. Hour: 1:10-3:50 W KOHUT

KOHUT

HIST 301(M) 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 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" 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. Format: discussion. Evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay. Prerequisites: restricted to History majors. Enrollment limit: 19 (expected: 15-19). Preference given to senior; then junior; History majors. Not available for the Gaudino option. Hour: 1:10-2:25 MR MERRILL

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. Before enrolling, you may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)

HIST 304 South Africa and Apartheid (Same as AFR 304) (Not offered 2013-2014) (D)
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. 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. Format: lecture/discussion. Evaluation will be based on class participation and three short papers. No prerequisites; open to all. Enrollment limit: 25 (expected: 20). Group A MUTONGI

HIST 305 Nation Building: The Making of the Modern Middle East (Same as ARAB 305) (Not offered 2013-2014) (D)
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at 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.

Format: lecture/discussion. Requirements: evaluation will be based on several short papers and a “Magnus” Opus (a.k.a. final research paper).


Group E  
BERNHARDSSON

HIST 306(F) Women and Gender in Middle Eastern History (Same as ARAB 306, INST 306 and WGSS 305)

Contrary to the stereotypical image of anunchanging, universally oppressed Middle Eastern woman, the experiences of women in the Middle East have not remained static over the years and place. We will begin by framing questions of current interest, such as the veil, women’s rights in Islamic law, and female access to economic resources and political power. We will then examine aspects of the religious, legal, and cultural narratives of Middle Eastern women in the present. This course will be of interest to students seeking to understand gender and the Middle East better by examining the historical context in which Middle Eastern women’s experiences have developed over the centuries.

Format: lecture/discussion. Requirements: class participation; three short (2–3 page) response papers; one medium–length essay (8–10 pages) and accompanying oral presentation; and a collaborative project (the creation and execution of a dramatic performance of Middle Eastern women’s life stories, in monologue form).


Group E  
Hour: 1:10–2:25 MR  
URBAN

HIST 307(S) Africa, 1945 to the Present (Same as AFR 313)

This course provides a close examination of Africa’s recent history. In 2010, seventeen African countries commemorated the fiftieth anniversary of their accession to independence in 1960. We will begin the class by examining how Africans have debated and remembered this important historical moment. The reading of primary sources and recent scholarship will help us to historicize the trajectory of African political independence since 1945. Our themes of focus will be: the postwar labor question, the emergence of African nationalism, debates about postcolonial political orientations, and the current challenges of authoritarianism, economic domination, and demographic growth. We will question how the specific conditions and specificity of these challenges are reflected in the history of the region.

Format: lecture/discussion. Requirements: students will be evaluated on class participation, two short papers, an exam, and a final project.


Group A  
Hour: 10:35–12:00 MR  
MONAVILLE

HIST 308 Gender and Society in Modern Africa (Same as AFR 308 and WGSS 308) (Not offered 2013-2014)

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 African women’s issues such as female-circumcision, teen pregnancy, wife-beating, and “AIDS.”

Format: lecture/discussion. Evaluation will be based on class participation and three short papers.

No prerequisites; open to first-year students with instructor’s permission. No enrollment limit (expected: 20-40).

Group A  
MUTONGI

HIST 309 Arab Women Memoirs: Writing Feminist History (Same as AFR 252, COMP 252 and WGSS 251) (Not offered 2013-2014)

(See under AARB 252 for full description.)

HIST 310 Iraq and Iran in the Twentieth Century (Same as AFR 310) (Not offered 2013-2014) (D)

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.

Format: lecture/discussion. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; open to first-year students with instructor’s permission. No enrollment limit (expected: 20-40).

Group E  
BERNHARDSSON

HIST 311(S) The United States and the Middle East (Same as AFR 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. In this course we will examine the remarkable transformation of American influence 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 to consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulties 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.

Format: discussion. Requirements: evaluation will be based on class participation, short papers and a final research paper.


Group E  
BERNHARDSSON

ADVANCED ELECTIVES: ASIA (312-321)

HIST 313 The People’s Republic: China since 1949 (Same as ASST 313) (Not offered 2013-2014)

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.

Format: seminar. Requirements: evaluation will be based on active class participation, several short papers and a final research paper.


Group B  
A. REINHARDT

HIST 318(S) Nationalism in East Asia (Same as ASST 245 and PSCI 354)

(See under PSCI 354 for full description.)

HIST 319(F) Gender and the Family in Chinese History (Same as ASST 319 and WGSS 319) (D)

Although sometimes considered 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 and ideas about family relationships that emerged at different points in time. As the considerable variety among these ideas and practices at different points in time.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers, and a final paper.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 20).

Groups B and G  
Hour: 11:20-12:35 TR  
A. REINHARDT

HIST 321 History of U.S.-Japan Relations (Same as ASST 321 and JAPN 321) (Not offered 2013-2014) (D)

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.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper. No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 25).

Groups B and P

SINIAWER

ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)

HIST 322 The Construction of Gender in Ancient Greece and Rome (Same as CLAS 239 and WGGS 239) (Not offered 2013-2014) (W)

(See under CLAS 239 for full description.)

CHRISTENSEN

HIST 333 Leadership, Government, and the Governed in Ancient Greece (Same as CLAS 323 and LEAD 323) (Not offered 2013-2014) (W)

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less explicitly 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, Cleis-thenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accom-plishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Reading 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.

Format: lecture/discussion. 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 final research paper (15-20 pages).

No prerequisites; but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructor’s permission. Enrollment limit: 19 (expected: 12).

Groups C and G

CHRISTENSEN

HIST 324 The Development of Christianity: 30-600 C.E. (Same as REL 212) (Not offered 2013-2014) (W)

(See under REL 212 for full description.)

Group G

HIST 325(F) Reading Josephus: Jewish, Graeco-Roman and Christian Perspectives (Same as CLAS 293, JWST 293 and REL 292)

(See under CLAS 293 for full description.)

RAJAK

HIST 326(F) War in European History

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively “European Way of War” from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Format: lecture/discussion. Evaluation will be based on class participation, one short research paper, and midterm and final exams.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 30 (expected: 30).

Groups C and G

KNIBBS

HIST 328(S) Witchcraft (Same as 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, tormented 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 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 prosecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with the Early Modern history of Europe is required for this seminar, which will emphasize thoughtful writing and discussion.

Format: seminar. Requirements: several short papers and a final, longer essay.


Groups C and G

KNIBBS

HIST 330(F) The Reformations in Early Modern Europe (Same as REL 220)

(See under REL 220 for full description.)

SHUCK

HIST 331 Gnosis, Gnostics, Gnosticism (Same as CLAS 218, COMP 218 and REL 218) (Not offered 2013-2014) (W)

(See under REL 218 for full description.)

BUELL

HIST 333(S) Witchcraft (Same as REL 328)

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; finally, throughout this period successive British governments challenged 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 watch outside of class.


No prerequisites. Enrollment limit: 25 (expected: 15-20). Preference given to junior and senior History and WGGS majors.

Group C

Hour: 2:55-3:50 TF

KNIBBS

HIST 334(S) Sex and Psycho: A Cultural History of Fin-de-Siècle Europe (Same as WGGS 334)

This course will introduce students to some of the most significant and exciting social, artistic, intellectual, and political developments in fin-de-siècle Europe (1870 to 1914). “Fin-de-siècle” is a concept that denotes not only a historical period—the end of a century—but refers to a consciousness of living in a time of accelerated change and crisis. Intellectuals and artists of the decades we will be examining were preoccupied with “degeneration,” loss of innocence, meaning, morality, and the inner self. They were simulta-
neously fascinated and horrified by technological innovation, emergent political and ideological currents, and the challenges to traditional values and identities posed by them. After a survey of political upheavals during the European fin-de-siècle, the course will focus on three metropolises consecutively: Vienna, Paris, and St. Petersburg. Through analyses of historical literature, novels, music, visual art, and the seminal texts of psychoanalysis we will explore how the self, public life, gender relations, sexuality, and aesthetic norms were conceived and re-imagined in each city, and bring to light the sensibilities and culture they shared.

Format: discussion. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 20-25). Preference determined by instructor.

Group C
Hour: 11:20-12:35 TR

HIST 338 The History of the Holocaust (Same as JWST 338 and REL 296) (Not offered 2013-2014) (D)

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 exterminationary war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Format: mostly discussion. 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).

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 20-25).

Group C
KOHUT

HIST 340(S) Roman Cities in the Near East (Same as ANTH 240 and CLAS 340) (D)

(See under CLAS 340 for full description.)

Group C and G

RUBIN

HIST 340(S) Roman Cities in the Near East (Same as ANTH 240 and CLAS 340) (D)

(See under CLAS 340 for full description.)

Group C and G

RUBIN

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Conquistadors in the New World (Same as LATS 343) (Not offered 2013-2014) (D)

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 Diaz 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 American Indians?

Format: lecture/discussion. Requirements: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam.

No prerequisites; open to all. Enrollment limit: 30 (expected: 30). Preference given to History majors.

May not be taken on a pass/fail basis.

Group C, D and G

WOOD

HIST 346 History of Modern Brazil (Same as AFR 346) (Not offered 2013-2014) (D)

Brazil has been called “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 provide 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 colonial 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 thematically related and political traditions in different social and historical contexts.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a longer (10-12 page) final essay.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 15-20).

Group D

KITTLESON

HIST 347 Democracy and Dictatorship in Latin America (Not offered 2013-2014)

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
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.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay. No prerequisites. Enrollment limit: 25 (expected: 15-20). Preference given to History majors.

Group D

KITTLESON

ADVANCED ELECTIVES: UNITED STATES (352-387)

HIST 352(ES) America and the Sea, 1600-Present (Same as MAST 352) (Offered only at Mystic Seaport.) (W)
(See under MAST 352 for full description.)

Groups F and G

GORDINIER

HIST 353 Before Independence: British North America, 1607-1763 (Not offered 2013-2014)
This course will explore the political, social, and cultural history of British North America from its first colonization to the coming of the American Revolution. The course will mix case studies of the specific colonies with broader explorations of imperial rivalries for control of North America, the various forms of cross-cultural interaction between colonists and Native Americans, and the place of colonial America within the broader world (or what historians now call “the Atlantic World”).

Format: seminar. Requirements: evaluation will be based on class participation, two writing assignments, and a final project.


Group F and G

P. SPERO

HIST 354(F) The Revolutionary Generation: Galaxy of Leaders (Same as LEAD 285 and PSCI 285)
(See under LEAD 285 for full description.)

DUNN

Groups F and G

HIST 355(F) Perspectives on the American Revolution (Same as LEAD 255)
The American Revolution remains one of the most-studied events in American history. Yet, agreement about its main causes, significance, and purpose remains as distant as ever. Some historians argue that political ideas and principles brought about calls for Independence. Others emphasize the economic motives behind revolutionary fervor. Still others argue that British political institutions failed to adapt to the needs of a growing empire, leading colonists to replace British imperial rule with a form of government suited to their local exigencies. Some have told the story through the eyes of the Founding Fathers, while others have explored what the American Revolution meant for the lived experience of average citizens, of women, of free and enslaved African Americans, of Native Americans, and of peoples living beyond North America. Collectively, such a range of studies speaks to the significance of the American Revolution. Individually, however, these varying perspectives provide a fragmented picture of the era and its people. Through readings, lectures, and primary sources, this class will explore these different views of the Revolution and try to create some synthetic unity out of this historical kaleidoscope.

Format: lecture/discussion. Evaluation will be based on class participation (20%), mid-term (20%) and final (25%) exams; and a final project (35%).


Groups F and G

Hour: 1:10-2:25 MR

P. SPERO

HIST 356 The Rise of the North in Nineteenth Century America (Same as AMST 356 and LEAD 356) (Not offered 2013-2014)
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late-eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.

Format: Seminar. Requirements: class participation, two essays, regular short writing assignments, final.


P. SPERO

HIST 358(S) The Roosevelt Style of Leadership (Same as LEAD 325)
(See under LEAD 325 for full description.)

DUNN

Group F

HIST 359 The Politics of Presidential Leadership, 1776-1860 (Same as LEAD 259) (Not offered 2013-2014)
This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will also examine the tactics of these presidents’ political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of presidents and leave the course with a historical understanding of the types of challenges that those who have held the office have often faced. The course will also provide an in-depth survey of United States political history during the tumultuous early years of the nation.

Format: discussion. Evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%).


Groups F and G

P. SPERO

HIST 362 The 1980s (Not offered 2013-2014)
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 recognized their personal and political identities, and explore various methods used to assess contemporary history.

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

No prerequisites. open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 25). Preference determined by instructor.

Group F

DUBOW

HIST 364(F) History of the Old South (Same as AFR 364 and 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.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a comprehensive final examination.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 25).

Groups F and G

Hour: 2:35-3:50 TF

DEW

HIST 365(S) History of the New South (Same as AFR 365 and 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-WWII War II years.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a comprehensive final examination.

No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 25).

Groups F and G

Hour: 2:35-3:50 TF

DEW

HIST 367 Frontiers in Early American History, 1607-1846 (Not offered 2013-2014)
This course will tackle one of the most hotly debated topics in American history: the significance of the frontier to the development of North America. The course will have two core themes: the history and historiography of the early American frontier and the various conceptions of the frontier in popular culture and works of fiction. It will explore the changing nature of the frontier (and scholarly interpretations of it) in early American history, tracing expansion, development, and conflict from its earliest occurrences in Virginia and New England to the Mexican-American War of 1846. The course will be interdisciplinary in nature with readings and assignments ranging from scholarly writings to
HIST 371(S) The History of U.S. Environmental Politics (Same as ENVI 371) (D)
This course provides the overarching context for understanding the American response to environmental issues. It examines how environmental policies have been shaped by a variety of factors, including economic interests, political ideology, and scientific understanding. The course also explores the role of individual initiatives and activist movements in shaping environmental policy. The course will begin with an examination of the early environmental movement and progress through the 20th century, ending with current debates over environmental sustainability. Instructor: Gotanda.

P. Spero

HIST 374 American Medical History (Not offered 2013-2014)
This course provides a broad overview of the history of medicine in the United States, from the pre-colonial period to the present. It explores how medical knowledge has evolved over time, how medical institutions have changed, and how medical practices have been used to shape individual and social identities. The course examines the role of medicine in shaping American culture, politics, and society.


Hour: 8:30-9:45 MWF
Merrill

HIST 375 History of American Childhood (Same as AFR 375) (Not offered 2013-2014) (D)
This course examines the development of childhood and childhood education in the United States from the 19th century to the present. It explores how childhood has been defined and experienced, and how these definitions have changed over time. The course examines the role of childhood in shaping American culture, politics, and society.

Enrollment limit: 25 (expected: 20). Preference determined by instructor. Group F

Hour: 1:10-2:25 MR
Gotanda

HIST 377 The Sexuality of America (Same as WGSS 378) (Not offered 2013-2014) (D)
This course examines the history of sexuality in the United States, from the colonial period to the present. It explores how sexuality has been defined and experienced, and how these definitions have changed over time. The course examines the role of sexuality in shaping American culture, politics, and society.

Enrollment limit: 25 (expected: 15-20). Preference determined by instructor. Group F

Hour: 1:10-2:25 TF
Dubow

HIST 379(S) Black Women in the United States (Same as AFR 379 and WGSS 379) (D)
This course provides a comprehensive overview of the history of black women in the United States from the earliest importation of slaves from Africa to the present. It examines how black women have been defined and experienced, and how these definitions have changed over time. The course examines the role of black women in shaping American culture, politics, and society.

Enrollment limit: 25 (expected: 15-20). Preference given to History majors and Women’s, Gender and Sexuality Studies majors.

Group F

Hour: 1:10-2:25 TF
Long

HIST 380 Comparative American Immigration History (Not offered 2013-2014) (D)
This course provides a comparative overview of the history of immigration to the United States, focusing on the experiences of different groups of immigrants. It examines how immigration policies have been shaped by economic, social, and political factors, and how immigrants have shaped American culture, politics, and society.


Hour: 1:10-2:25 TF
Long

HIST 381 From Civil Rights to Black Power (Same as AFR 381) (Not offered 2013-2014) (D)
This course provides a comprehensive overview of the history of civil rights and black power movements in the United States, from the 1950s to the present. It examines how these movements have been shaped by economic, social, and political factors, and how they have shaped American culture, politics, and society.


Hour: 1:10-2:25 TF
Wong
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.

Format: lecture/discussion; second weekly meeting will split into two discussion sections. Requirements: 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.

No prerequisites; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended. No enrollment limit (expected: 30).

Group F
L BROWN

HIST 382 (F) When India was the World: Trade, Travel and History in the Indian Ocean (Same as ASST 391 and INST 391)

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 politics, citizenship, and social issues. Focusing on how historians have written about whiteness in American history, this course uses the prism of race to explore social, political, and economic development in U.S. history. The class follows the development of “whiteness” through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racist politics and popular culture in the twentieth century, and ends with a look at the current election season. This course is framed by several questions: What is whiteness, and what has it meant in the history of the United States? Who is (and is not) white? 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 and in the United States it has often been seen as the root 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.

Format: discussion. Requirements: evaluation will be based on class participation, the leading of two class discussions related to the writing of two 3- to 5-page review/response papers, and a final bibliographical research project.

No prerequisites; open to all. Enrollment limit: 25 (expected: 20-25). Preference to students in History, Africana Studies and Women’s, Gender and Sexuality Studies.

Group D and F
Hour: 11:20-12:35 TR
L BROWN

HIST 384 (F) Comparative Asian-American History, 1850-1985 (Not offered 2013-2014) (D)

This course examines the impact of the global economy on Latinas from 1945 to the present, including Mexican, Puerto Rican, Cuban, and Dominican women, as well as more recent immigrants from Central and South American countries. Using the garment industry as an example of a labor-intensive industry that has gone global, we ask questions regarding the impact on Latinas in their countries of origin and in the United States. What impact has the global economy and economic development had on Latinas’ work and their families? In their countries of origin? How have Latinas and other workers mobilized against these trends? What has been the impact of free trade agreements on the changing U.S. economy? How have Latinas confronted the challenges created by a globalizing economy? We will also explore the migration and the experiences of Latina domestics and farm workers, past and present. Focusing on the experiences of Latinas as they become racialized populations in the United States, this EDI course explores the impact of dominant U.S. hierarchies of race, gender and class on their economic incorporation, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Format: discussion. Evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class.

No prerequisites; open to first-year students with instructor’s permission. No enrollment limit (expected: 15).

Groups D and F
WHALEN

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (388-396)

HIST 389 (S) The Vietnam Wars (Same as ASST 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 how developments in Vietnam and the region can be understood as having had a significant impact on the rest of the world. The implications of Vietnam for the United States and the world will be explored in a way that will demonstrate that the Vietnam War did not represent an isolated event but was part of a larger world in which the United States and its allies were engaged in a global struggle of political, economic, and military forces.

Format: seminar; Requirement: evaluation will be based on class participation, several short papers, and a 10- to 12-page final paper.

No prerequisites; open to all. Enrollment limit: 25 (expected: 15-20). Preference to History and Asian Studies majors.

Groups B and F
Hour: 11:00-12:15 MWF
CHAPMAN

HIST 390 (D) The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as ASST 390 and JAPN 390) (Not offered 2013-2014) (D)

166
HIST 392(S) Global 1968 (Same as INST 392) (D) (W) No prerequisites; open to all. Enrollment limit: 25 (expected: 15–20).
Group B Hour: 1:10–2:25 TF KAPADIA

This course explores the history of 1968 in Europe, Asia, Latin America, and Africa. We will question the communalities and connections between different histories of protest throughout the world. Class materials will include films, photographs, speeches, memoirs, and recent scholarship.

Format: lecture/discussion. Requirements: students will be evaluated on class participation, the curating of two blog posts, response papers, two short papers, and a final essay. No prerequisites. Enrollment limit: 25 (expected: 15–20).
Groups A, B, C, and D Hour: 1:10–2:25 TF MONAVILLE

HIST 393(S) Sister Revolutions in France and America (Same as LEAD 212) (See under LEAD 212 for full description.)
Groups C, F, and G DUNN

HIST 394 Divine Kingship in the Ancient Mediterranean (Same as Anthropology 258, CLAS 258 and REL 213) (Not offered 2013-2014)
(See under CLAS 258for full description.)

This course explores costume and fashion as vehicles for the (re)creation and expression of gender, class, and sexual identities in Europe and the United States. We will begin by looking at the relationship between fashion and the political and economic power of the courts of early modern Europe. Revolutionary ideologies will be linked to sartorial politics, consumption of clothing to colonization, and changes in the style of clothing to shifting social norms. As our focus turns to the fashion industry in the twentieth century, when mass-produced clothing increased the possibility for reflexivity and imaginative play in dress, we will relate representations of the dressed body to the formation of diverse cultural communities, beauty ideals, and status hierarchies, examining both the normative and subversive potential of fashion. The course considers work in the fields of art history, cultural history, sociology and anthropology, feminist theory, and fashion journalism to ask questions such as: What are the origins of consumer societies? When, why, and how were fashion and consumption feminized? Is clothing a language? What cultural, political and social meanings do certain forms of dress generate? What is the relationship between prevalent understandings of the body and fashion? How is clothing used to stigmatize or differentiate individuals and communities? Topics include: the origins of uniforms and sportswear, eroticism and androgyny in fashion, the cultural politics of ethnic clothing, and the relationship between the fashion industry and cinema.
Format: lecture/discussion. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper. No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 8-14).
Groups C, F, and G RUBIN

HIST 395 Muslims and Europe: From the Conquest of Algeria to the Present (Not offered 2013-2014) (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-Islamist movements in the 1990s-2000s, and the migration and integration of North Africans and Indian/Pakistani Muslims into 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 will meet the EDI requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.
Format: discussion. Evaluation will be based on class participation, a few short papers, and a longer research paper.
No prerequisites; open to first-year students with instructor’s permission. Enrollment limit: 25 (expected: 15–20).
Groups A and C SINGHAM

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 SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)

HIST 403 Making it in Africa (Same as AFR 404 and LEAD 403) (Not offered 2013-2014)

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 both lived and worked. The course will also examine the long-term impact of entrepreneurial innovation on gavel, politics, and society, including the development of international relations and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.
Format: seminar. Evaluation will be based on participation in discussion, several short papers, and a final research paper.
Prerequisites: previous courses in history. Enrollment limit: 15 (expected: 10-15). Preference will be given to History majors and Africana Studies concentrators.
Group A MUTONDI

HIST 409(F) Crescent, Cross, and Star: Religion and Politics in the Middle East (Same as ARAB 409 and INST 409) (D) (W) 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.
Format: seminar. Requirements: class participation and a 25-page research paper.
No Prerequisites; but preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207. Enrollment limit: 19 (expected: 12). Preference will be given to History majors. May not be taken as a pass/fail basis.
Hour: 1:10-3:50 W BERNHARDSOHN

HIST 410 Kings, Heroes, Gods, and Monsters: Historical Texts and Modern Identities in the Middle East (Same as ARAB 410, JWST 410 and REL 405) (Not offered 2013-2014) (D) (W) 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 and 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 Iran politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.
Format: seminar. Requirements: 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 History or courses on the Middle East. Enrollment limit: 15 (expected: 15). Preference given to History majors. Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies.
Groups E and G BERNHARDSOHN
ADVANCED SEMINARS: ASIA (412-421)

HIST 414 Merchant Cultures and Capitalist Classes in China and India (Same as ASST 414) (Not offered 2013-2014)

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, 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.

Format: seminar. 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 limit: 15 (expected: 10-15). Preference will be given to advanced History and Asian Studies majors.

Group B

A. REINHARDT

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 424 The Dark Ages: Gaul after the Fall of Rome (Not offered 2013-2014)

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.

Format: seminar. Evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial final research project.

No prerequisites. Enrollment limit: 15 (expected: 10-15). Preference given to senior, then junior History majors.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C and G

KNIBBS

HIST 433 The Justice of Violence? Histories of Terrorism in Europe (Same as JWST 433) (Not offered 2013-2014)

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 subverting the authority of those in power 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.

Format: seminar. Evaluation will be based on class participation, ethics of terrorism, and a 20-page research paper.

No prerequisites. Enrollment limit: 15 (expected: 15). Preference will be given to History majors.

Group C

GARBARINI

HIST 434 The Meaning of Diaspora and the Jews of Diaspora (Same as JWST 434) (Not offered 2013-2014)

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. Indeed, prior to the establishment of the state of Israel in 1948, the diasporic condition had, in a meaningful way, defined the Jewish experience. As a result, Jewish political figures, intellectuals, 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. 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. Ultimately, this seminar will test the proposition that “The Modern Age is the Jewish Age,” that is, the meaning of diaspora in modern Jewish history has direct relevance to students of human identity, not just of Jewishness. In addition to common readings, students will conduct independent research on some aspect of the history of diaspora that will culminate in a 20-page paper.

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


May not be taken on a pass/fail basis; not available for the Gaudino option.

Group B

GARBARINI

HIST 439 Personality, Society, and Identity in Nineteenth- and Early Twentieth-Century Russian Thought (Not offered 2013-2014)

This seminar studies the movements and themes of Russian thought from the Enlightenment to 1917, situating works of Russian philosophy and literature, when appropriate, within the broader context of Western intellectual traditions. We will explore how ideas about human nature and society inspired and gave meaning to political reform, terrorism, and revolution in the nineteenth and early twentieth centuries, and ponder their relevance in Russia today. The course covers themes such as the individual and society, morality and love, and time and eschatology, as well as topics like: the problem of national identity, conservatism and radicalism, the forging of the intelligentsia’s tradition, the commercialization of culture, and revolutionary language in 1917. Readings include texts by Pushkin, Belinsky, Dostoevsky, Herzen, Tolstoy, Solovyov, Berdiaev, as well as modernist works (Bely, Blok, I. Maksimov, Akhanov, Brodianov, Lenin). We will also read secondary historical literature, watch films, and listen to music in order to gain a deeper understanding of the cultural environment in which our primary sources were written and the ways social ideals and types were disseminated.

Format: seminar. Knowledge of Russian is NOT a prerequisite for this course. Evaluation will be based on class participation, several oral presentations and short preliminary writing assignments, and a final research paper.

No prerequisites. No enrollment limit (expected 8-12). Preference will be given to History and Russian Studies majors.

Group C

FISHZON

ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

HIST 444(S) The Black Republic: Haiti in History and Imagination (Same as AFR 444) (D)

(See under AFR 444 for full description.)

SINGHAM

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 452(S) Women in America, 1620-1865 (Same as WGSS 452)

This course will explore the historical experience 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 literary 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.

Format: seminar. Requirements include 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.

No prerequisites. Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors and to Women’s, Gender and Sexuality Studies majors.

Groups F and G

Hour: 1:10-3:50 W

LONG

HIST 453(S) Researching Early America (Same as LEAD 453) (W)

This research seminar will survey the rich history of early America (1607-1850) by focusing on the most momentous events and consequential individuals from the era. The course will explore some of the most pressing historiographical questions and some of the research methods historians of the era employ. Students will then select a topic that interests them and produce a substantive research paper. The course will also serve as a capstone course for Leadership Studies concentrators.

Format: seminar. Requirements: class participation and a final research paper.


Hour: 7:00-9:40 p.m. M

P. SPERO

HIST 456(F) Civil War and Reconstruction (Same as AFR 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.
HIST 457  Gender, Law, and Politics in U.S. History (Same as WCSS 457) (Not offered 2013-2014)
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.
Format: seminar. 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.
Group F
DUBOW

HIST 459  Jim Crow (Same as AFR 459) (Not offered 2013-2014) (D)
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 logistics of Jim Crow, the dynamics of localized 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.
Format: seminar. Evaluation will be based on class participation and two shorter assignments leading up to a longer research paper.
Group F
L. BROWN

HIST 464  The United States and the Vietnam War (Same as LEAD 464) (Not offered 2013-2014)
U.S. involvement in Vietnam affected nearly every aspect of our nation's 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.
Format: seminar. Evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper.
Not available for the Gouldino option.
Group F
CHAPMAN

HIST 471  Comparative Latina/o Migrations (Same as LATS 471) (Not offered 2013-2014) (D) (W)
(See under LATS 471 for full description.)
Format: seminar. Requirements: evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course; participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings.
Prerequisites: advanced courses in History. Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, History majors.
May not be taken on a pass/fail basis; not available for the Gouldino option.
Group C and F
WONG

HIST 475  Modern Warfare and Military Leadership (Same as LEAD 475) (Not offered 2013-2014)
From the early nineteenth to the twenty-first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive. Some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethality. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, horse-pulled artillery to the atomic bomb, submarines under the seas and warplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, and Roosevelt, Churchill and Roosevelt, Stalin and Hitler, N. Grant and Dolemy, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?
Format: seminar. Requirements: evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course; participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings.
Prerequisites: advanced courses in History. Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, History majors.
May not be taken on a pass/fail basis; not available for the Gouldino option.

HIST 477(F)  Cold War Landscapes (Same as AMST 478 and ENVI 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 securitisations 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 reconstruc-
HIST 481T(S) Love and Revolution in Africa (Same as AFR 4812T) (W)

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory; yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

Format: tutorial. Requirements: 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 each week. Evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise.

Enrollment limit: 10 (expected: 10). Preference given to History majors and Africana Studies concentrators.

Group A
Hour: TBA

MUTONGI

HIST 484T Victorian Psychology (Not offered 2013-2014) (W)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies 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 tutorial 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 the unconscious, dreams, sexuality, the relationship between moral impulses and civilized society, child development, the psychological differences between men and women, and the relationship between the physical and the psychological.

The course will concentrate on the close reading and analysis of primary documents from the era. Format: tutorial. Students will meet with the instructor in groups of two once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5 p.m. the day before the tutorial meeting; the other student will function as a critic of the paper presented, expected to be familiar with the assigned reading.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History majors.

May not be taken on a pass/fail basis.

Groups C and F

KOHUT

HIST 485T Stalinist Terror and the New Man (Not offered 2013-2014) (W)

The Bolsheviks strove to engineer a new type of person—socially active, cultivated, healthy, enthusiastic, and ready to build socialism. The methods used and the results produced in the name of this goal included acts of monumental heroism and violence, narratives of human progress, and chronicles of arguably the most egregious human rights violations of the 20th century. In this course we will look at the ways historians, memoirists, and filmmakers have approached the period known as Stalin’s Great Purge and Terror (1936-1939), attempting to answer questions to do with culpability, meaning, commitment, belief and disguise, fear, and betrayal. Dualistic concepts and categories like state/society, resistance/collusion, and domination/submission have engendered much controversy among scholars applying them to a time when victims and perpetrators were difficult to distinguish and often the same individuals. The course charts historical analyses and disputes around topics such as: the crimes of communism,”revolution from above,” Stalin’s personality, popular participation in show trials, the family and everyday life during the Terror, Stalinist science, and Soviet subjectivity.

Format: tutorial. Students will write and present papers every other week and will critique the papers of their tutorial partner in the weeks when they are not presenting.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History majors.

May not be taken on a pass/fail basis.

Group C

FISHZON

HIST 486(F) The Pacific War in Japanese Historical Memory (Same as ASST 486T and JAPN 486T) (W)

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—memorials, 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 Nakagami 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.

Format: tutorial. Requirements: 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; 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.

No prerequisites; open to all. Enrollment limit: 10 (expected: 10). Preference given to History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Group B

Tutorial meetings to be arranged

SINAWER
of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Poles? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical dimensions of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Poles? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war.

Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

No prerequisites; open to all. Enrollment limit: 10 (expected: 10). May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C

Tutorial meetings to be arranged.

WOOD

HIST 488T(S) Religion and Secularism in Modern Europe and Russia

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 have contributed to 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. This course will explore these differing perspectives on religion in modern Europe and Russia through an examination of selected aspects of the interrelationship between religion and politics, the formation of imperial and nation-states and identities, social and economic changes, and gender.

Format: tutorial. Requirements: in alternate weeks, students will write an essay based on class readings and prepare a critique of their partner’s essay.

No prerequisites, but some familiarity with modern Europe and/or Russia or background in religious studies would be helpful. Enrollment limit: 10 (expected: 10). May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C

Tutorial meetings to be arranged.

WAGNER

HIST 489T(F) Ideology, Culture, and Identity: The “New Diplomatic History”

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” organizational, and more recent works in the field that focus on particular aspects of the “new diplomatic history.” They will examine 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?

Format: tutorial. Requirements: 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.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference to History majors and students with some prior course work in foreign relations and/or international history. May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C

Tutorial meetings to be arranged.

CHAPMAN

HIST 491T Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (Not offered 2013-2014) (W)

The atrocities of Nazi Germany and of other Germanic states in their attempts to destroy the Jews and understand and represent them in their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetuating 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 historization 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’ acts 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 society’s efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: class time consists of weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page essay and 2-page critiques of the readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student’s paper. A final written exercise, a thoughtful piece on the issues raised in the tutorial, will cap off the semester’s work.

Prerequisite: permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to History majors and Jewish Studies concentrators.

May not be taken on a pass/fail basis; not available for the Gaudino option.

Group C

GARBARINI

HIST 491T Political Islam: Past, Present, Future (Same as ARAB 491T) (Not offered 2013-2014) (D) (W)

Why have Islamist movements become so powerful in the last 30 years? What are their real political goals? Is political Islam a rejection of modernity, a reaction to Western culture, or an ideology aimed at specific political objectives? Does the rise of political Islam herald an inevitable “clash of civilizations” with the West, or can Islam and the West peacefully co-exist? Questions such as these have become increasingly urgent since September 11. This course will examine the emergence, development, and substantive content of Islamist political movements in the twentieth century. The tutorial focuses upon the emergence of Islamist movements within distinctive political, economic, social and cultural conditions in the Middle East. It will juxtapose analytical readings on specific states or aspects of the Islamic trend with the writings of Islamists and other primary sources. We will look both at Islamist movements active in single states, the wider phenomenon of transnational Islamist politics, and the theoretical and philosophical issues raised by the Islamic trend in Islamic politics. The object of the course is to understand Islamist movements on their own terms, and to be able to make informed judgments about the future of international politics. Because of its comparative approach and its concerns with power and privilege, this course is part of the Exploring Diversity Initiative.

Format: tutorial. Requirements: 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. Enrollment limit: 10 (expected: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.

Group E

May not be taken on a pass/fail basis.

BERNHARDSSON

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 historical narratives across national and chronological boundaries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Evaluation will be based on written work and analysis of their partner’s work.
No prerequisites; open to all. Enrollment limit: 10 (expected: 10). Preference given to History majors.
May not be taken on a pass/fail basis; not available for the Gaudino option.
Group D
Tutorial meetings to be arranged.

THE THESIS AND INDEPENDENT STUDY (493-499)

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 will gather for occasional meetings in order to present and critique each other’s proposals and drafts and to discuss common problems in research and the design of a long analytical essay. For students proceeding to W31 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year. 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, 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. 
Enrollment limited to seniors accepted into the Department’s Thesis Program.
Hour: 2:35-3:50 TF KOHUT

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 departmental 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 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, 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. 
Prerequisites: successful completion of HIST 493. 
Enrollment limited to seniors accepted into the Department’s Thesis Program.
Hour: 2:35-3:50 TF KOHUT

HIST 497(F), 498(S)  Independent Study