FALL 2016

Courses that will satisfy the non-western requirement:

HIST 110 World History to 1500  
HIST 112 Introduction to World Religions  
HIST 116 History of Japan  
HIST 120 Latin America: Colonial Period  
HIST 121 Modern Latin America (Latin America: National Period)  
HIST 130 Middle East History I  
HIST 131 Middle East History II  
HIST 220 Capitalism & Alternatives in Latin America  
HIST 247 Empire, Race & the Philippines  
HIST 250 Introduction to South Asian History & Culture  
HIST 260 Power and Violence in S Africa  
HIST 342 Civ Of Islam II  
HIST 345 China in the 19th Century  
HIST 359 Modern Brazil  
HIST 390B Borderlands of Islam  
HIST 394EI Human Rights & Energy in Eurasia  
HIST 397LA Environmental History of Latin America  
HIST 450 China and the US  
HIST 450 Latin American Revolutions

Courses the will satisfy the pre-1500 requirement:

HIST 100 Western Thought to 1600  
HIST 110 World History to 1500  
HIST 112 Intro to World Religions  
HIST 130 Middle East History I  
HIST 180 History of Science and Technology in the Western World Part I  
HIST 491V Medieval Iceland: The Viking Age

Courses that will satisfy the Integrated Experience General Education requirement:

HIST 394CI Ideas that Changed History  
HIST 394EI Human Rights & Energy in Eurasia
100 Western Thought to 1600  
(HS) D. Gordon  
TuTh 10:00-11:15  
This lecture course focuses on major thinkers and schools of thought from ancient times through the age of the Reformation. Authors include: Homer, Plato, Aristotle, Old Testament, New Testament, Augustine, Aquinas, Christine de Pisan, Machiavelli, Leonardo da Vinci, and Montaigne. The course also covers the modern interpretations of certain older texts; for example, the debate in the 19th and 20th centuries about how to interpret particularly violent sections of the Old Testament. Two essays and final exam.

101 Western Thought Since 1600  
(HS) J. Heuer  
MW 11:15 – 12:05 (plus discussion)  
This course is devoted to the history of the Western world from the seventeenth century to the present. We will explore topics including political ideologies, scientific innovations, revolutions and war, industrialization, nationalism and imperialism, and gender and popular culture. The course has two main goals: first, to provide you with a broad overview of ideas and events throughout the period, and second, to introduce you to the methods and skills of the discipline of history. Assignments may include exams, papers and multiple short writing assignments.

110 World History to 1500  
(HS G) B. Bunk  
MW 10:10-11:25  TBL class  
This course is devoted to the history of the human experience across the globe from the earliest civilizations up to approximately 1550 CE. The course is organized into four distinct sections, each representing a major approach to studying global history. The readings of the course include a variety of primary and secondary sources in order to better analyze and understand the diversity of global norms and values and the way they change over time. The course work will emphasize the development of critical thinking and writing skills. This class fulfills the following requirements: pre-1500 and Non-Western requirements for the history major as well as the historical studies in global perspective (HSG) portion of the General Education program. This course is taught using a Team-Based-Learning classroom. Open to freshmen and sophomores only.

112 Introduction to World Religions  
(IG) J. Moralee  
MW 10:10-11:00 (plus discussion)  
Religions may have divine origins, but religious belief and practice, like everything else human, have their own histories. This course has three goals. First, we consider how the west came to understand and define religion. Second, we turn to the origins and development of some of the world’s major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Finally, we will consider the new religions of the twentieth century, the confrontations and conversations between different religions, and the processes and effects of secularization. We will examine not only religious belief but also ritual practice and the place of religion in today’s society. Understanding why we think about religion in the ways that we do, the history of religions, and issues of importance to the practice of religion today is a vital part of being a citizen of a democracy in this global age.
116 History of Japan
(HS G) G. Washington
MW 2:30-3:45 (plus discussion)
This survey class is a journey through the social, cultural, political economic and religious developments in Japan since 1800. We’ll go from the 18th-century kabuki stage and the samurai castle to the military barracks and factory floor behind Japanese imperialism to the crowded trains and hip-hop-filled streets of Harajuku in 21st-century Tokyo. We will examine how much Japan has changed, but also much about the lines of continuity that run from the past to the present through a textbook and a few short scholarly pieces. The course also aims to humanize the history of the Japanese people through first-hand accounts ranging from diary, letter, newspaper, play, and novel excerpts to government documents, comic books, paintings, photos, and other sources. Students will leave this course equipped with the information and tools needed to acknowledge and understand the vividness and complexity of Japan, its position in East Asia and the world, and its special relationship with the United States.

120 Latin America: Colonial Period
(HS G) H. Scott
TuTh 10:00-10:50 (plus discussion)
General view of the cultural, economic, and political development of Latin America, 1492 to 1824. Topics include the Iberian and Indian backgrounds; Spanish and Portuguese imperial organization; role of Indians, Blacks, and Europeans in the New World; the coming of independence.

121 Modern Latin America (Latin America: National Period)
(HS G) J. Wolfe
MW 1:25-2:15 (plus discussion)
This course examines the creation of modern Latin America, concentrating on struggles over land and labor, the creation of nation-states, and the conflicts within those states over issues of citizenship and social justice. The course also addresses the contentious role the United States has played in the region.

130 Middle East History I
(HS G) A. Broadbridge
TuTh 10:00-11:15
This is a survey course about the Middle East from the rise of Islam in the 7th century until 1300. It covers the formation of Islamic belief systems and cultures, the creation of "Islamic" polities and societies, and challenges from outsiders, whether Crusaders from the West, or Turks and Mongols from the East. Grades are based on short in-class exercises (response papers, maps), three non-cumulative tests, one outside event.

131 Middle East History II
(HS G) J. Georgy
TuTh 4:00-5:15
Survey of the Middle East from 1500. For course purposes, the Middle East includes the territory from Algeria to Iran and from Turkey to the Arabian Peninsula. Course focuses on the political, economic, and intellectual trends that have shaped the Middle East as we know it. General topics include the Ottoman and Safavid Empires, the impact of European imperialism, the construction of nationalism, Zionism, Islamism, capitalism, the "Arab Spring" and how all of this impacts current events in this complex region.

150 U.S. History to 1876
( HS) D. Chard
MW 11:15-12:05 (plus discussion)
This course covers topics in social, political, economic, and intellectual history in the United States from the colonial era through the U.S. Civil War. Topics may include: colonial societies; slavery the slave trade; the American Revolution; abolition and social reform movements; territorial expansion and war; Native American communities; immigration; art and literature; presidential politics; the Sectional Crisis and Civil War. Students will be expected to read both primary documents and secondary literature on these topics. Course requirements include weekly readings, participation in discussion sections, quizzes, midterm and final exams.
151 U.S. History since 1876  
(HS) J. de Chantal  
MW 12:20-1:10 (plus discussion)  
This course will provide students with an understanding of the contours of American history from the period of Reconstruction through the late twentieth century. The course explores the politics and culture of the period, as well as the interactions of race, class, and gender in U.S. history. Particular attention will be paid to African American history and women’s history. Primary source readings will be emphasized.

154 Social Change in the 1960’s  
(HSU) D. Chard  
MW 4:00-5:15  
Few periods in United States history experienced as much change and turmoil as the “Long Sixties” (1954-1975), when powerful social movements overhauled American gender norms, restructured the Democratic and Republican parties, and abolished the South’s racist “Jim Crow” regime. This course examines the movements that defined this era. We will explore the civil rights and Black Power movements; the student New Left and the antiwar movement; the women’s and gay liberation movements; struggles for Asian American, Chicano/a, Native American, and Puerto Rican freedom; as well as the rise of conservatism. The course will feature classroom discussion on assigned readings, lectures, films, and a group research project based on interpretation of documents housed in Du Bois Library Special Collections. Throughout the semester, we will assess Sixties social movements’ ideals, strategies, and achievements, and their ongoing influence upon U.S. politics, society, and culture.

170 Indigenous Peoples of North America  
(HS U) A. Nash  
MW 11:15-12:05 (plus discussion)  
Lecture with discussion sections. This course is an overview of the historical experiences of indigenous peoples in North America from the early contact period to the present day. While we can only cover a few culture groups in depth (the indigenous peoples of North America spoke over 500 different languages before European contact), the major themes relate to all groups: pre-contact histories and the writing of academic history; colonization and resistance; subsistence and dependency; Native religions and Christianity; changing family and gender relations; the impact of the American Revolution and Manifest Destiny; scientific racism; education and (non)assimilation; Red Power; and current issues including struggles over land, sovereignty and treaty rights. With so much to cover it is essential that you attend lectures and discussion sections without fail.

180 The History of Science and Technology in the Western World, Part I  
(HS) B. Ogilvie  
MW 9:05-9:55 (plus discussion)  
Hist 180 and its companion Hist 181 have two goals: first, to explore the ways in which science and technology have helped various Western societies make sense of, and manipulate, their worlds and themselves; and second, to appreciate how science and technology reflect their historical periods and contexts. Part I explores the Greek fascination with modeling the cosmos and with the nature of formal scientific explanation; the roots of Western technological dynamism in the Middle Ages; the role of Scholasticism and the medieval university in the institutionalization of scientific thought; and the creation of a new quantitative framework of experience by Renaissance explorers, engineers, merchants, and astronomers. Part II covers the centuries from the Scientific Revolution to the Space Age. Both parts are designed to meet the University’s requirements for General Education and Historical Studies by introducing you to subjects and perspectives you might not otherwise encounter, and by offering opportunities for the exercise of skills of reading, writing, and analysis. They should also open up a fascinating past and help us all become critically informed participants in and consumers of modern technoscience. There are no prerequisites, although some background in Western Civilization is a great help.
200 New Approaches to History - Warfare in the American Homeland: Police and Prisons in the US
(HS) C. Tinson
Th 1:00-3:30
Since the 1980s state and federal authorities have increasingly relied on the costly and unsuccessful use of jails and prisons as deterents of crime. This course will grapple with ideas of incarceration and policing methods that contribute to the consolidation of state power and how it functions as a form of domestic warfare. This course takes a close look at how race (especially), but also class, gender, age and background intersect in shaping attitudes and perceptions towards incarceration and often determine who is incarcerated and who is not. While a number of individuals and organizations continue to push for prison abolition, dependence on advance methods of incarceration persists. As such, we will analyze the historic and contemporary tensions between incarceration and ideals of democracy, citizenship, family, community and freedom.

220 Capitalism & Alternatives in Latin America
(HS G) K. Young
TuTh 4:00-4:50 plus discussion
Why have poverty and inequality proven so persistent in modern Latin American history? What strategies have people proposed to deal with these problems, and with what consequences? This course surveys the major periods in Latin American and Caribbean economic development, focusing on the last 150 years: the liberal export era of the late nineteenth and early twentieth centuries, the state-led industrialization efforts of the mid-twentieth century, experimentation with radical alternatives to capitalism in Cuba and elsewhere, the neoliberal reforms of the 1980s and after, and recent attempts to forge alternatives to neoliberalism. We’ll look at the views of politicians, intellectuals, and businessmen, but also at those of workers, women, indigenous people, migrants, and others typically marginalized in public debate. Some prior experience with Latin American history and/or economics is helpful but not essential.

242H American Family in Historical Perspectives (Honors)
(HS U) M. Yoder
TuTh 4:00-5:15
Over the past 60 years, Americans have experienced rapid and potentially disorienting changes in marriage and reproduction, in our expectations of the family, and in the relationship between work life and home life. While we are generally freer to have the families we choose, many of us also fear that the family has become too fragile to meet our social and individual needs. In this course we will take an historical and cross-cultural approach to examining this evolving tension between freedom and stability. Exploring the ways in which economic and political structures have affected the family over time, we will also examine the roles played by race, ethnicity, and immigration in determining behavioral differences. In the final weeks of the semester, we will employ this historical perspective as we examine contemporary debates over new family forms, over the household economy, and over the appropriate relationship between society and the family in a postindustrial and increasingly globalized environment.

247 Empire, Race & the Philippines
(HS G) R. Chu
TuTh 10:00-11:15
Is the United States an “empire”? Today, US political, military, and economic involvement in many parts of the world such as Iraq and Afghanistan makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. presence in the Pacific, particularly in the Philippine Islands, during the first half of the twentieth-century. We will also examine the history of the Philippines when it was colonized by two other imperial powers; namely, Spain and Japan. Furthermore, we will investigate how indigenous peoples negotiated, manipulated, resisted, or thwarted attempts by colonial and post-colonial dominant groups to control their minds, bodies, and resources, especially through racial and gendered classifications. Themes to be discussed include religion, ethnicity, gender, imperialism, colonialism, orientalism, post-colonialism, neo-colonialism, and nationalism. Requirements: a midterm and a final exam, occasional quizzes, and an individual or group research project.
250 Introduction to South Asian History and Culture  
(HS G) P. Srivastava  
TuTh 1:00-1:50 plus discussion  
This lecture and discussion-based course is designed to introduce students to the history of South Asia from the earliest periods of recorded history to the present. In addition to tracing major political events, this course will explore special topics such as the institution of caste, the emergence of various religious traditions, the development of early-centralized empires, and the expansion of Mughal power in the subcontinent. We will then investigate the expansion and working of the British colonial state and the transformations affected in administrative, political, economic, and cultural spheres due to colonialism. Simultaneously, we will examine themes and issues that informed the anti-colonial Indian nationalist movement and the communal, caste, and gender dimensions of politics. We will then discuss the attainment of freedom from colonial rule in 1947, the partition of the subcontinent and the development of the independent nation states of India, Pakistan, and Bangladesh.

260 Power and Violence in South Africa  
(HS G) J. Higginson  
MW 11:15-12:05  
Power and violence have played an integral part in shaping the lives and expectations of people in South Africa for well over two centuries. After protracted periods of state terror and mass civil disobedience, South Africa is now struggling to make popular elections and the drafting of new laws and constitutions, the only legitimate means of political contest. But as the recent bombings in the northern Cape and Rustenburg suggest, violent forms of contest can, on occasion, assume renewed vigor. This course is designed to help students better understand the social origins and the historic evolution of South Africa’s present circumstances. While there is evidence that the most glaring features of South Africa apartheid are receding, a great deal of confusion remains about whether South Africa’s form of hyper segregation was a coincidental misfortune or a deliberate instance of social engineering. This misunderstanding turns largely on misconceptions about the role of violence in maintaining the social system. The refusal of former presidents P.W. Botha and F.W. DeKlerk and the Afrikaner Nationalist Party to continue to cooperate with South Africa’s Truth and Reconciliation Commission is an exquisite illustration of the kind of selective amnesia that continues to feed confusion about past events. Given the complex nature of much of the material we will be covering, it is imperative for students to attend lectures and discussions. All students will write a midterm, final and synoptic essays of two to three pages every other week on the required readings.

269 American War in Vietnam  
(HS) C. Appy  
MW 9:05-9:55 (plus discussion)  
Lecture with discussion sections. This multidisciplinary course examines the longest war in United States history—a twenty-one year failed attempt to defeat communist-led revolutionary nationalism in Vietnam. Through novels, memoirs, films, and histories we will explore the reasons for U.S. intervention in Vietnam, the key political and military decisions, the experiences of combatants and civilians on all sides, the war’s divisive political and moral controversies, the rise of an American antiwar movement, and the myths and legacies that have shaped postwar public memory.

297BB Bollywood and British Empire  
P. Srivastava  
Tu Th 4:00-5:15  
The most enduring images of the British Empire in India are derived from popular culture, especially films. Focusing on popular Bollywood (Hindi films) as well as Indian art-house and world cinema, this course examines the rise and fall of the British Empire in India between the late eighteenth and early twentieth century. We will analyze key social, economic and political issues created by the British Empire and how these issues are depicted in filmic narratives. Material used in this course will include films, scholarly pieces, and primary source readings.  
No background in Indian history is required.
298/UMASS 298 – INTERNSHIPS!!!
For inquiries, email internships@history.umass.edu or visit the Internships office at Herter 603
Practicum, mandatory pass/fail credits. Are you interested in exploring history related work, gaining job experience, establishing career contacts, building your resume, and developing professional confidence? Through an internship you can do all this while earning academic credit. Internships can be conducted locally, regionally, or nationally, and some paid positions are available. You can hold an internship in history or other fields, and the department’s internship advisor can help you find one that works with your interest and schedule. 1-9 credits depending on number of hours worked

317 Russian Revolution
A. Altstadt
TuTh 10:00-11:15
The revolutionary period in the Russian Empire from circa 1900 to the revolutions of 1917 and the mechanisms of establishing Soviet power. The 19th century intellectual and social trends that form the basis of later revolutions. The Russian Empire and the USSR as multinational empires; the non-Russian as well as Russian populations; the differences in their thought and experiences in all revolutions, the civil war, and relationship to Russian power. Grades will be based on participation, exams and a short paper.

323 Modern Germany
(1HS) J. Olsen
MW 10:10-11:00 (plus discussion)
Lecture. A social, cultural, and political history of the German-speaking countries from the mid-eighteenth century to the present. Emphasis on the great social and political transformations, including the Enlightenment, Romanticism, Nationalism, rise of the modern state, the unifications and divisions of Germany, mass politics, the origins of National Socialism and the Holocaust, Germany's struggle to come to terms with the past, and Germany's place in postwar Europe.

342 Civilization of Islam
J. Georgy
TuTh 11:30-12:45
Contemporary Islamic Civilization: The Islamic patrimony is rich and multifaceted, and Muslims (and others) continue to engage this legacy as they confront present challenges and envision possible futures. This course explores a range of themes that have been implicated in this pursuit from the late nineteenth century until the present, with attention to significant figures as well as key literary and artistic works.

345 China in the 19th Century
S. Platt
TuTh 1:00-2:15
The rise and spectacular fall of China’s last dynasty, the Qing (1644-1911), with particular emphasis on the social, economic, intellectual and military forces that transformed China from an empire into a modern nation in the decades leading up to the 1911 Revolution. Our subjects will include secret societies, restoration scholars, gunboat diplomacy, imperial decadence, new-text Confucian visions, clandestine missionaries, treaty-port translators and student revolutionaries. No prior exposure to Chinese history is assumed.

359 Modern Brazil
J. Wolfe
MW 2:30-3:45
Lecture; This course examines modern Brazil from 1800 to the present, concentrating on the making of the nation given its massive geographical size and diverse population. Topics study includes Brazil's status as the world's largest slave holding society in the nineteenth century and twentieth-century attempts to establish democracy.
360 American Colonial History
B. Levy
MWF 10:10-11:00
This course is about the complex and varied forces which interacted to create the British North American Colonies. (The evolution of New England, Middle, and Southern Colonies from early beginnings to maturity in the 1770s.) Previous American history survey course is helpful but not required. Emphasis will be on the political economies of the British North American settlements, especially labor systems. Four to five paperbacks required and primary material and articles sent to you. Three or four papers (one optional) and no final.

363 Civil War Era
L. Richards
MW 10:10-11:00 (plus discussion)
This course examines the social and cultural history of the U.S. Civil War era. We will investigate the causes of the war, tracing the development of the conflict between slave labor and free labor, the destruction of national political parties, and the creation of sectional political parties. However, we will also attend to other important historical tensions during this era, including those between capitalists and workers in the North, conflicts between so-called masters and enslaved persons in the South, conflicts between slave owners and non-slaveholding whites in the South. We will examine the social, political, and military history of the war itself, focusing on how and why a war for preservation became a revolution with the enactment of emancipation. Then we will focus on the outcomes of the war, concluding with an assessment of the legacies of the era.

365H US LGBT & Queer History (Honors)
J. Capo
(HS U) TuTh 10:00-11:15
This honors course explores how queer individuals and members of the lesbian, gay, bisexual, and transgender (LGBT) communities have influenced the social, cultural, economic, and political landscape in United States history. Topics include sodomy charges, cross-dressing, industrialization, feminism, the construction of the homo/heterosexual binary, the "pansy" craze, the homophile, gay liberation, and gay rights movements, HIV/AIDS, immigration, and the ongoing debate concerning same-sex marriage. This four-credit course fulfills both "HS" (i.e., Historical Studies) and "U" (i.e. Diversity: United States) general education requirements.

373 American Thought and Culture II
(HS) J. Fronc
MW 12:20-1:10 (plus discussion)
This course examines aspects of American social, cultural, and intellectual history from the post-Civil War period to the recent past. Particular attention will be paid to the history of radicalism and repression, movements for social justice, and activism. In addition to the assigned readings, this course will explore popular culture (films, television shows, music, stand-up comedy) as a venue for political and social commentary. Students can expect to write approximately 3 short papers and produce a final research project for their grade. All students must also enroll in a discussion section. Note: Although this course fulfills a General Education requirement, it is a 300-level U.S. history class. As such, students should have a working knowledge of modern U.S. history, such as having passed History 151 (U.S. History from 1876 to the present) or its equivalent.

388 US Women’s History to 1890
(HSU) J. de Chantal
MW 4:00-5:15
This course examines the major political, social, economic and cultural patterns of change and continuity that characterize the lives of American women from the colonial era to 1890. Topics covered include: European, African, and Native American women's experiences; religious conformity and dissent; the gendered nature and consequences of the American Revolution; developments in women’s education, the impact of ruling scientific and medical ideas on views of women's bodies and sexuality; women's movements for social reform and the abolition of slavery, women's rights advocacy and issues of citizenship and the impact of the Civil War and Reconstruction on women's experience.
390B Borderlands of Islam
M. Taylor
MW 4:00-5:15
This course seeks to advance our understanding of the ways that Islamic polities, practices and institutions were shaped by interaction with the non-Muslim peoples and states that neighbored them. This course, divided into three parts, will take up these questions through the study of Islamic borderlands in Asia, Africa and Europe from the 7th to the early 20th century. The first part will examine Islamic doctrines relating to the spread of Islam, and the question of the status of political borders within the Muslim world. The second part will investigate societies that existed on the borders of Muslim and non-Muslim lands where contact and exchange was marked by accommodation as much as antagonism. The third part charts the emergence of modern state formations in the Middle East in the eighteenth and nineteenth centuries and how the attempts to create stable borders illuminates the process of modernization in the Middle East.

391S Spanish Civil War
B. Bunk
MW 2:30-3:45
Culture, Conflict and Revolutionary Ideologies: The Spanish Civil War: Often seen as a prelude to World War II, the Spanish Civil War (1936-39) was the first major international confrontation between the ideologies of republicanism, fascism, anarchism, socialism and communism. The brutal struggle also left a deep mark on the cultural consciousness of the world, inspiring such books as Hemingway's For Whom the Bell Tolls and George Orwell's Homage to Catalonia. Using a variety of different media, including literature, art and film, we will examine the historical realities of the conflict and the memories produced in its aftermath. The course work emphasizes the development of critical thinking and writing skills. Assignments include short essays, a book review and collaborative projects. Knowledge of Spanish is not required. 3 credits.

394CI Ideas that Changed History
(IE) D. Gordon
TuTh 2:30-3:45
This class is about
1. Ideas that have changed the discipline of history. For example: Marxism, the Linguistic Turn, Women's History.
2. Ideas that have changed the larger flow of history. For example: Marxism (again), the idea of progress, the idea of revolution, the idea of tradition.
3. Ideas that have changed you, the student, and your relationship to history.
This is an in Integrative Experience Gen Ed class and will combine academic, personal, and professional goals. Readings will come from the philosophy of history but students will also be challenged to integrate reading they have done in previous Gen Ed and history classes into their work.

394CI Ideas that Changed History
(IE) E. Redman
TuTh 11:30-12:45
This course will explore a selection of ideas that change history, with a focus on scientific ideas that changed the course of science, history, and the way we think about the world. Topics will vary widely though primarily focused on US and European history from the Scientific Revolution to the present. This course will require significant reading of both secondary and primary source materials, and lectures will enrich and expand upon outside readings. By the end of the course students will be able to discuss many of the Big Ideas in science and be able to articulate the ways these ideas have shaped our history. This course fulfills the IE requirement for History majors.
394EI Human Rights & Energy in Eurasia  
(IE) A. Altstadt  
TuTh 1:00-2:15

Our topic is the politics and impact of energy (especially oil and gas) on democratization and human rights in the Caspian basin in historical and current strategic context. We examine the hydrocarbon industry and human rights and democratization in the five Caspian littoral states: Azerbaijan, Kazakhstan, Turkmenistan, Russia and Iran and a few neighboring ones such as Uzbekistan. We will consider globalization and strategic thinking, expressions of radical religious thought and politics, US/European energy and human rights policies. As an IE, this course will address several GenEd objectives: pluralistic perspectives and awareness of cultural difference and one's self as learner; effective oral and written communication; effective collaborative work; creative and analytical thinking and problem solving; application of methods of analysis to real world problems, and evaluating the consequences and implications of choices and actions.

Readings for the class come from both the countries we will study and from reports by outsiders such as NGOs, international economic and political organizations, scholars of the region or topics such as finance or energy. In discussion and writing, we will critically review these materials and explore pluralistic perspective both among sources and compared to our own assumptions and previous impressions or experiences. Graded assignments will be both written and oral; role-playing exercises will require team collaboration as well as oral and written products. Our topic is analysis of policies that strive to explore and analyze, and possibly reconcile energy needs and policies to upholding human rights in producer states.

395S History of U.S. Social Policy, Politics of Gender, Race, and Class  
L. Sharrow  
Wed 5:30-8:00pm

What are the problems associated with developing equitable and just policy? Why does social policy in the United States continue to be marked by tensions between the principle of equality and the reality of inequalities in social, political, and economic realms? How might policy subvert or reinforce these differences and inequalities? This class examines the history of social policy in the United States, particularly those policies affecting concerns of gender, race, and class. We will examine a wide range of social policies, focusing on those affecting groups such as: women, racial and ethnic minorities, LGBT people, and low-income people. We will study primarily empirical work, while asking questions about how political culture, interest groups, social movements, government institutions and other factor influence U.S. social policy.

397DV History of Domestic Violence Law  
J. Nye  
TuTh 10:00-11:15

This course will examine the evolution of the legal treatment of violence in intimate relationships, focusing specifically on the post-war United States and paying particular attention to the rise of the movement against domestic violence in the 1970s and 1980s. Through an analysis of court cases, legislation and law review articles, we will look at how and why such violence came to be seen as a crime and the criminal and civil legal responses to it. We will explore issues such as: the evolution from a feminist activist battered women’s movement to the professionalization of domestic violence services; the development of civil orders of protection and the shelter movement; the criminalization of domestic violence (particularly in light of mass incarceration), women as defendants, and Battered Women’s Syndrome; domestic violence in the context of employment and child custody; the Violence Against Women Act; and how domestic violence—and the legal responses to it—might impact victims/survivors differently depending on factors such as race/ethnicity, income level, immigration status, sexual orientation/gender identity, age, and marital status. This course will require active class participation, the completion of on-going reflection essays responding to course readings and class discussions, and the completion of a final research paper. Prior law-related coursework is helpful, but not required.
397LA Environmental History of Latin America
H. Scott
TuTh 2:30-3:45
This course will trace the environmental history of Latin America. Beginning with the Pre-Columbian era, the course would move on to examine the intertwining of environmental, social, and cultural transformations brought about by the conquest of the Americas by Europeans, and finally the environmental and related social repercussions of the emergence of modernity, urbanization, and industrialization in the era of independence. The course will focus not only on environmental change, its causes and social repercussions, but equally on examining cultural attitudes and ideas to environment and the changes that these ideas have undergone at different phases in Latin America's history. As part of the course I would hope to invite Charles C. Mann to give a guest lecture and also, if appropriate, incorporate a visit to the Mead Art Museum at Amherst College (I am visiting the museum in August to discuss a possible class visit) to examine artifacts that shed light on environmental use by Pre-Columbian societies. The course would also incorporate the use of documentaries and film. Possible themes include: debates over the nature and extent of anthropogenic landscapes in the Amazon basin prior to 1492, European colonization and the 'Columbian exchange', the emergence of the idea of 'the tropics', the 18th century debate over 'American nature' in the Hispanic world, colonial mining in the Andes and its environmental impacts, plantation economies and their social and environmental effects, and indigenous struggle and environmental justice in the 20th century. The assessment for this course would consist of a mid-term exam, group presentations, and an end-of-semester individual essay.

397WE War and New England 1600-1848
B. Levy
MWF 1:25-2:15
During the American Revolution, New Englanders dominated the American army and privateers, but New England’s reputation as a military center rapidly declined thereafter. By 1820 Andrew Jackson was the chief military hero and Massachusetts began building the Bunker Hill Monument to remember the past glory. This course studies the origins, development, and decline of the New England settler military in frequent battle with Indian, French, Mexican, and British antagonists on land and sea. Emphasis will be on the strategies, tactics, and economic/political/military organization of New Englanders and their opponents’ violence in context of European developments. Less a study of battles than of war and society. Gender roles, political economy, and youth will be emphasized. Note: The Civil War will not be studied (it is a subject unto itself). Four or five paperbacks will be read and three to four papers (one optional) will be assigned.

397WLH Women and the Law: The History of Sex and Gender Discrimination Law (Honors)
J. Nye
TuTh 1:00-2:15
Using legal history and legal theory, this course will examine the legal treatment and representation of women in the United States, focusing specifically on the 20th and 21st centuries. We will explore the ways the law has used the categories of gender, sex, sexuality, and race to legally enforce inequality between women and men (and among women). We will also explore the potential for “the law” to be a liberating force. Finally, we will look at ways women have used the law to represent themselves. Specific issues that may be explored include the civil and political participation of women, employment, intimate relationships, reproduction and contraception, violence against women, women as criminal defendants, and women as law students, lawyers, and judges. This course will require extensive reading of court decisions and law review articles, the completion of on-going reflection essays responding to course readings and class discussions, and the completion of a significant final research paper. Prior law-related coursework helpful, but not required. Non-Honors students may enroll in this course with permission of the instructor. If you’re not an Honors students and would like to take this course, please email me (jlnye@history.umass.edu).
What is Public history? Public historians—whether they work in museums, archives, historic sites, federal agencies or any one of a number of other possibilities—aim to take the insights of the discipline as they are cultivated in traditional academic arenas and methods and apply them in a wide range of public settings. Public historians are accomplished social, cultural and political historians who are often conversant in related humanities fields; they are also diplomats, fundraisers, managers and mediators. This course will introduce students to the theory and practice of public history. Students will learn not only where and how historians work beyond the conventional classroom, but the many ways history operates in American public life.

This class is designed to help students prepare for life after the BA by acquiring important professional skills and perspectives. The class will explore a variety of subjects, including what qualifications history majors bring to the job market, the importance of internships and networking, customizing resumes and cover letters, job and internship search strategies, and interviewing skills. 1 credit P/F.

The Vikings are both celebrated and misunderstood in popular culture. This class will use a range of literature and archaeological evidence to explore the historical realities behind the myths. Particular themes will be religion and the role of women. Lecture with emphasis on discussion. Grade will be based on class participation, homework, numerous small assignments, and a final research project culminating in a 25-page paper.

This course on digital history examines both the theoretical and practical impact of new media and technology on history, especially in the field of Public History. We will examine how digital media has influenced (and is still influencing) how we research, write, present history. We will draw on theoretical readings as well as analyze the potential benefits and drawbacks of online resources, such as websites, blogs, wikis, and podcasts. A major component of the course will be a semester-long project that will require students to develop a digital historical resource and construct a home page for it. The semester project is an opportunity to experiment with new technologies and to overcome any anxieties students might have regarding the use of new media. This course is open to junior and senior history majors, IT minors, or by instructor permission only.

Most memory theorists have been concerned with communal or public forms of memory, ignoring or even denying the existence of individual memories. Meanwhile, many oral historians have focused on the importance of individual voices to the neglect of communal narratives. In this class, we will explore what we can learn from both these groups by listening to individual voices, hearing how they converse with those in their families and social groups and asking about the social, political and cultural implications in how communities choose to commemorate the past.
HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Trials in Modern Europe (Junior Year Writing)
J. Heuer
MW 2:30-3:45
This writing seminar focuses on controversial trials in European history. Our case studies may range from sixteenth century civil suits over identity theft to Victorian era poisonings to Oscar Wilde's trials for libel and sodomy, and from the Dreyfus Affair, in which a French Jew was falsely accused of treason in the nineteenth century, to war crime trials after the Second World War. We will look not only at particular accusations of guilt or proclamations of innocence, but also at how historians can use such materials to explore changing ideas about identity and power, gender and sexuality, the role of media in shaping public perceptions of crime, and competing ideas of what constitutes justice. Regular short writing assignments with varying approaches and a substantial research paper.

450:03 Nuclear Politics from WWII to Present (Junior Year Writing)
C. Appy
Mondays 2:30-5:00
Through common readings, films, and a major individual research project, this Junior Writing Seminar explores U.S. nuclear history from the atomic bombing of Japan in 1945 to the Iran Nuclear Deal of 2015. Key topics include the nuclear arms race, the Cuban Missile Crisis, popular culture stories and movies about nuclear holocaust and its aftermath, and anti-nuclear activism from the world government movement of the 1940s to the nuclear abolition movement of recent decades.

450:04 China and the US (Junior Year Writing)
S. Platt
TuTh 2:30-3:45
This writing seminar will explore cultural and political relations between China and the United States from the nineteenth century to the present. Readings will include travel narratives, missionary and diplomatic accounts, popular press coverage and other sources that bring to life what China has meant to Americans, and what America has meant to Chinese, over the course of the last two centuries. Short regular writing assignments will lead up to a longer research paper at the end of the course. Prerequisite: History 115 or equivalent background in Chinese history. (Must not have taken 592U)

450:05 US Immigration History (Junior Year Writing)
J. Fronc
MW 2:30-3:45
In this seminar, we will examine the roles race, ethnicity, gender, and sexuality have played in U.S. immigration history and policy from the arrival of the first large wave of immigrants to the U.S. (the Irish), through the first racially-based immigration act (the Chinese Exclusion Act of 1882), to the passage of the Immigration Act of 1965, which eliminated quotas based on national origins. Students will read and engage with both primary and secondary source material. During the first third of the semester, students will read scholarly articles and monographs on selected topics and lead group discussions. A short paper will be required for each reading. In the remainder of the semester, students will select their own topics and research and produce an original paper (approximately 20 pages). Students will also engage in peer review and evaluation of their work as they move through the research, drafting, and writing stages of their papers. (Must not have taken 595I)

450:06 Latin American Revolutions (Junior Year Writing)
K. Young
TuTh 1:00-2:15
Through a series of case studies from twentieth-century Latin America, this course seeks to determine how revolutionary movements originated, how they attained power (or in some cases, did not), and what sorts of problems they encountered. Most revolutions have faced hostility from both foreign actors and certain sectors of domestic society. Further obstacles have stemmed from the fact that the revolutionaries themselves have often disagreed on goals, entertaining different and even conflicting visions of the societies they wish to build. We will explore these and other issues through close analysis of scholarly studies, personal testimonies, government documents, newspapers, pamphlets, artwork, and films. Writing assignments will include several short papers based on primary sources, a book review, a primary source analysis, and a final research paper on a revolution or revolutionary movement of the student's choosing. (Must not have taken 595L)
HISTORY MAJOR AREAS OF STUDY

• Africa
  o History 260 Power and Violence in South Africa
  o

• Ancient World
  o History 110 World History to 1500
  o History 112 Introduction to World Religions
  o History 491V Medieval Iceland: The Viking Age

• Asia
  o History 116 History of Japan
  o History 250 Introduction to South Asian History and Culture
  o History 247 Empire, Race & the Philippines
  o History 269 American War in Vietnam
  o History 345 China in the 19th Century
  o History 450:04 China and the US (Junior Year Writing)

• Europe
  o History 100 Western Thought to 1600
  o History 101 Western Thought since 1600
  o History 180 The History of Science and Technology in the Western World, Part I
  o History 181 The History of Science and Technology in the Western World, Part II
  o History 317 Russian Revolution
  o History 323 Modern Germany
  o History 391S Spanish Civil War
  o History 394CI Ideas that Changed History
  o History 491V Medieval Iceland: The Viking Age
  o History 450:01 Trials in Modern Europe (Junior Year Writing)
  o History 450:02 Empire and Nation (Junior Year Writing)

• Latin America
  o History 120 Latin America: Colonial Period
  o History 121 Modern Latin America
  o History 220 Capitalism & Alternatives in Latin America
  o History 359 Modern Brazil
  o History 397LA Environmental History of Latin America
  o History 450:06 Latin American Revolutions (Junior Year Writing)

• Middle East
  o History 130 Middle East History
  o History 131 Middle East History II
  o History 342 Civilization of Islam II
  o History 390B Borderlands of Islam
• United States
  o History 150 U.S. History to 1876
  o History 151 U.S. History since 1876
  o History 154 Social Change in the 1960's
  o History 170 Indigenous Peoples of North America
  o History 200 Warfare in the American Homeland: Police and Prisons in the US
  o History 242H American Family in Historical Perspectives (Honors)
  o History 269 American War in Vietnam
  o History 360 American Colonial History
  o History 363 Civil War Era
  o History 373 American Thought and Culture II
  o History 394CI Ideas that Changed History
  o History 397WE War and New England 1600-1848
  o History 450:03 Nuclear Politics from WWII to Present (Junior Year Writing)
  o History 450:04 China and the US (Junior Year Writing)
  o History 450:05 US Immigration History (Junior Year Writing)

• World History
  o History 110 World History to 1500
  o History 112 Introduction to World Religions
  o History 390B Borderlands of Islam

• HISTORY MAJOR THEMES

• Cultural
  o History 250 Introduction to South Asian History and Culture
  o History 373 American Thought and Culture II

• Environmental
  o History 397LA Environmental History of Latin America

• Gender & Family
  o History 242H American Family in Historical Perspectives (Honors)
  o History 365H US LGBT & Queer History (Honors)
  o History 395S History of U.S. Social Policy, Politics of Gender, Race, and Class
  o History 397DV History of Domestic Violence Law

• Immigration
  o History 450:05 US Immigration History (Junior Year Writing)

• Imperialism
  o History 247 Empire, Race & the Philippines
  o History 450:02 Empire and Nation (Junior Year Writing)
• Intellectual
  o History 373 American Thought and Culture II
  o History 394CI Ideas that Changed History

• Law
  o History 200 Warfare in the American Homeland: Police and Prisons in the US
  o History 395S History of U.S. Social Policy, Politics of Gender, Race, and Class
  o History 397DV History of Domestic Violence Law
  o History 397WLH Women & the Law: The Hist of Sex and Gender Discrimination Law (Honors)
  o History 450:01 Trials in Modern Europe (Junior Year Writing)

• Peace and Conflict
  o History 260 Power and Violence in South Africa
  o History 269 American War in Vietnam
  o History 317 Russian Revolution
  o History 363 Civil War Era
  o History 391S Spanish Civil War
  o History 397WE War and New England 1600-1848
  o History 450:03 Nuclear Politics from WWII to Present (Junior Year Writing)

• Political Economy
  o History 220 Capitalism & Alternatives in Latin America
  o History 394EI Human Rights & Energy in Eurasia
  o History 450:06 Latin American Revolutions (Junior Year Writing)

• Public History
  o History 397Z Introduction to Public History
  o History 493B Digital History
  o History 497AA Theory and Method of Oral History

• Public Policy
  o History 200 Warfare in the American Homeland: Police and Prisons in the US
  o History 395S History of U.S. Social Policy, Politics of Gender, Race, and Class

• Revolution
  o History 317 Russian Revolution
  o History 450:06 Latin American Revolutions (Junior Year Writing)

• Science, Technology and Medicine
  o History 180 The History of Science and Technology in the Western World, Part I
  o History 181 The History of Science and Technology in the Western World, Part II
  o History 394CI Ideas that Changed History