SPRING 2017
HISTORY DEPARTMENT

Spring Pasture Camille Pissaro, 1889 The Museum of Fine Arts, Boston

UNDERGRADUATE COURSE GUIDE
SPRING 2017

Courses that will satisfy the non-western requirement:

History 111 World History Since 1500
History 112H Introduction to World Religions
History 115 Modern China
History 131 Middle East History II
History 346 Twentieth-Century China
History 347 Traditional Japan
History 354 History of Mexico
History 393EH Intellectual Origins of Colonialism
History 394AI Age of Crusades
History 394RI Comparative Revolutions Modern Era
History 394TI Mongol and Turkish Empire
History 397GEH Global Environmental History
History 397GS Global History of Sport
History 397PRH Power and Resistance in Latin America (Honors)
History 491J Modern China
History 493F Empire and Nation

Courses the will satisfy the pre-1500 requirement:

History 100 Western Thought to 1600
History 112H Introduction to World Religions
History 302 Early Middle Ages 300-1100
History 305 Renaissance & Reformation Europe
History 347 Traditional Japan
History 394AI Age of the Crusades
History 394TI Mongol and Turkish Empire
History 397AM Fall of Rome
History 450:06 Alexander the Great

Courses that will satisfy the Integrated Experience General Education requirement:

History 394AI Age of Crusades
History 394RI Comparative Revolutions: Modern Era
History 394TI Mongol and Turkish Empire
100 Western Thought to 1600
(HS) A. Donson
MW 10:10-11:00 plus discussion
This course covers the origins of Western Civilization in the Mediterranean world and its development in Europe to the Protestant Reformation. It explores the achievements and disasters of the ancient world: democracy, republicanism, art, architecture, philosophy, literature, war, slavery, and despotism. It also explores Europe after the fall of the Roman Republic: Christianity, feudalism, plague, exploration, conquest, renaissance, and reformation. Readings include mostly primary sources: letters, histories, biographies, laws, speeches, travelogues, treatises, plays, and poems.

101 Western Thought Since 1600
(HS) J. Olsen
MW 11:15 – 12:05 (plus TBL 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.

111 World History Since 1500
(HS G) B. Bunk
MW 12:20-1:10 (plus discussion)
The goal of the course is to understand the development of key aspects of world history from the late fifteenth to the late twentieth centuries. The course examines human interaction in specific situations developing through time, including the development of significant social, political, or economic institutions or ideologies. Students are exposed to historically important events, developments, or processes as a way of teaching them to understand the present and direct their futures as well as gain an awareness of and appreciation for an historical perspective. 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 emphasizes the development of critical thinking and writing skills. Assignments include exams, multiple written assignments and engagement with the course materials and topics. This course fulfills the non-western requirement for history majors and the historical studies in global perspective (HSG) portion of the General Education program. Lecture and Discussion section, 4 credits.

112H Introduction to World Religions (Honors)
(I G) S. Ware
MWF 10:10-11:00
History 112H introduces students to the history, philosophy, scripture, and art of Judaism, Christianity, Islam, Buddhism and Hinduism. This year the course culminates in a trip to Pune, India from May 15 to May 25, 2017. The primary text for the course is The Illustrated World Religions, by Huston Smith. Numerous supplementary readings and images will be posted on Moodle.
115 Modern China
(HS G) S. Platt
MW 1:25-2:15 (plus discussion)
Lecture with discussion sections. This is a survey of Chinese history from 1600 to the present day. We will cover topics including: the rise and fall of the Qing Dynasty; Chinese-Western encounters; internal threats to the Confucian state; transformation of Chinese thought and culture in the 19th century; the revolutions of the 20th century; the rise of Mao Zedong; the People's Republic of China; the Cultural Revolution; and the dramatic transformations China is undergoing today as a result of economic and political reforms since Mao's death. Grade will be based on in-class written examinations, three papers, and section participation. No prior study of Chinese history is assumed.

131 Middle East History II
(HS G) J. Georgy
TuTh 10:00-10:50 (plus discussion) or TuTh 11:30-12:20 (plus discussion)
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.

151 U.S. History since 1876
(HS) S. Redman
MW 10:10-11:00 (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.

151H U.S. History since 1876 (Honors)
(HS) J. de Chantal
MW 2:30-3:45
This seminar will focus on the impact of industrial capitalism, urbanization, and mass immigration; the Populist and Progressive movements; the experience of World War I, the Great Depression, and World War II; social and political conflicts of the Cold War era such as the civil rights movement and the Vietnam War; the rise of Ronald Reagan and the New Right; and the domestic and global consequences of 9/11.

154 Social Change in the 1960’s
(HSU) D. Chard
TuTh 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.
181 The History of Science and Technology in the Western World, Part II  
(HS) E. Redman  
MW 11:15-12:05 (plus discussion)  
This sequel to History 180 surveys Western science and technology in their cultural context from the Scientific Revolution to the Cold War. The course introduces students to key scientific ideas of the modern age through the lens of social, political, and intellectual history. Important themes include the social organization of science, the creation of scientific spaces and sites for the production of scientific knowledge, and the role of technology in both science and the basic infrastructure of modern life. Course topics will vary widely, including subjects such as the Copernican view of the universe, Darwinian evolution in science and society, the quantum revolution in 20th century physics, and the Space Race. Readings will consist of primary and secondary sources; short research and response papers will be assigned. No prerequisites, although previous exposure to a course in modern European or American history is helpful.

200 New Approaches to History: The United States and International Terrorism  
(HS) D. Chard  
TuTh 11:30-12:45  
The United States and International Terrorism, Course Description: What is “terrorism”? How should historians research and write about political violence? With a student-driven focus on primary source investigation, this course examines the challenges and possibilities of researching terrorism in United States and international history since 1970. Reading assignments, films, and lectures will cover core themes in terrorism history and introduce students to theoretical, methodological, ethical, and political debates surrounding terrorism research. Students will explore a range of research methods and primary sources, including acquisition and interpretation of declassified intelligence agency documents, oral histories, and multimedia sources. Course requirements consist of weekly reading, research, and writing assignments, including a series of short papers ranging from two to six pages in length.

241 Irish Experience  
(HS) L McNeil  
TuTh 10:00-11:15  
Lecture. This course will examine the economic, political and social developments in Ireland, from the Act of Union to “the Troubles” in Northern Ireland. In particular we will focus on the divisive issues of land ownership, religious sectarianism and the articulation of a national identity as we chart Ireland’s progress from a British colony to any independent state. We will also discuss Irish emigration to America, and the influence of Irish-American nationalism or Irish political movements.

242H American Family in Historical Perspectives (Honors)  
(HS U) M. Yoder  
TuTh 2:30-3:45  
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.
253 Asian Pacific American History: 1850-
(HSU) R. Chu
TuTh 10:00-11:15
Ever wonder what groups constitute the Asian American communities in the state of Massachusetts and in the Pioneer Valley/Western Massachusetts, and what they are doing to empower and help themselves? This course combines the methods of historical inquiry and community engagement, and is designed for students who are willing to learn more about Asian Americans both inside and outside the classroom. In the first half of the course, students will be introduced to concepts of community engagement, and required to report on the general history of specific Asian subgroups (e.g. Chinese, Korean, Indian, Japanese, Cambodian, Vietnamese, Hmong, Filipino, Tibetan). In the second half of the course, students will apply the concept of community engagement as they conduct research (that would include community visitations and/or interviews) on the different Asian subgroups found in the Five Colleges/Pioneer Valley/Western Massachusetts, focusing on their history of and reasons for migration, demography (based on government census records), community needs and issues, and different activities and organizations.

280 History of Baseball
(HS) J. Wolfe
MW 12:20-1:10 (plus discussion)
This lecture course examines the history of baseball from its earliest days as a game for young men in New York City in the mid-19th century to the present and its professional leagues in the United States and elsewhere in the world. The class studies the rise of sport as a leisure activity and then industry, the creation of the major leagues, the racial integration of baseball, the rise of free agency, and the steroid era and beyond.

297E Immigration and Migration: US 1877-present
J. Frone
MW 12:20-1:10 (plus discussion)
This course will examine the movement of people throughout the United States from the period of Reconstruction to the current immigration debates. Special attention will be paid to the movement of African Americans from South to North, and the movement of immigrants from Europe, Asia, and South America throughout the twentieth century. The course will also consider immigration law and policy. Focus will be on primary and secondary source readings. Students can expect to write several short papers over the course of the semester.

297S History of College Sports
J. Lombardi
M 4:00-6:30
In this course we search for the structure and enduring organization of college sports. We look for the development of college athletics that produced yesterday and today highly paid coaches, great fan enthusiasm, endless national media attention, and the opportunity for scandal and corruption. We search for the organic link that has bound intercollegiate sports to American higher education for over a century. This requires knowledge about what we were and what we have become. It is much easier to learn about what we have become than it is to learn about what we were. In this class, we do both.

298/UMASS 298 – INTERNSHIPS!!!
For inquiries, email internships@history.umass.edu or visit the Internships office at Herter 622 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
302 Early Middle Ages 300-1100  
A. Taylor  
TuTh 1:00-2:15  
Lecture with emphasis on class participation. Focusing on the religious, intellectual and social history of Western Europe up to the year 1000, this course will examine the formation of medieval culture. Topics and themes include the synthesis of Christian and pagan traditions, competing sources and forms of authority, and religious controversies. Assignments will include a midterm, quizzes, and a final research paper.

305 Renaissance & Reformation in Europe  
B. Ogilvie  
TuTh 10:00-11:15  
Origins of modern Europe through transformations in Christianity, political thought, and culture, including origins, course, and effects of the Protestant and Catholic Reformations, rise of the modern state system, beginnings of European colonialism, social and economic changes; developments in education, literature, philosophy, and the arts.

316 History of USSR  
A. Altstadt  
TuTh 10:00-11:15  
This is the history of the USSR as a multi-national state. This course examines communist ideology, economic development, political terror, and the non-Russian nationalities. We will read primary sources, literature and interpretations of the Soviet experience. Grades are based on participation, in-class essays and one additional writing assignment on a book or set of articles.

322 Modern France  
J. Heuer  
MW 2:30-3:45  
Modern French history is a dizzying sequence of revolutions, wars, and empires. The history of "Greater France" is equally tumultuous, from revolt against slavery in Haiti during the French Revolution, the conquest of a vast new empire during the nineteenth century, and the bloody battles of decolonization after World War Two. In connecting these stories, we will focus on who has been defined as a "citizen" and what citizenship has meant for men and women. We will look at changing class and gender relations, ideological struggles, and tensions between regional and national loyalties. We will also explore contested concepts of racial and ethnic identity, especially for colonial subjects, religious minorities, and immigrants. Discussion, short papers, and exams.

346 Twentieth-Century China  
S. Schmalzer  
TuTh 11:30-12:45  
China began the twentieth century with a Manchu emperor and ended it with a communist party committed to "market socialism." The course will begin with several weeks devoted to the basic historical narrative that explains this enormous transformation. We will then focus on key readings that illustrate such important themes as nationalism, socialism, globalization, and struggles for democracy and labor reform. Requirements include one short test, several short papers, and a final project in which students use a topic of their own choosing (for example, sex, sports, science…) as a “window” into the main themes of twentieth-century Chinese history.
347 Traditional Japan
G. Washington
TuTh 1:00-2:15
This course traces the history of Japan from the distant past through the centralization and prosperity of the Tokugawa period (1600-1868). It will focus on social, political, cultural, and religious history and will place familiar figures like the Japanese samurai, sumo wrestler, geisha, haiku poet, and Buddhist monk in their proper historical context. Through a variety of primary sources, from the performance piece to the autobiography to the legal edict, as well as a textbook, students will learn about the diversity, constant reinvention, conflict, and harmony that characterized traditional Japan.

354 History of Mexico
K. Young
MWF 12:20-1:10
This course traces the history of Mexican society, politics, and culture from the late 18th century to the present. The first half analyzes the turbulent formation of Mexico, the legacies of Spanish colonialism, peasant uprisings of the 19th century, and the origins and course of the famous Revolution of 1910. The second half focuses on the century since the revolution, including the consolidation of a conservative one-party state, the so-called “Mexican miracle” of the mid-20th century, the adoption of neoliberal economic policies starting in the 1980s, and the ongoing political struggles of workers, peasants, women, students, and indigenous people. Equipped with this historical grounding, we will then try to make sense of the crises of neoliberalism, drug-related violence, and declining state legitimacy in the early part of this century. Previous Latin American history survey desirable.

385 Modern Boston
(IS U) J. de Chantal
MW 4:00-5:15
Survey/analysis of origins of modern Boston and its development as a metropolis in the context of Massachusetts and U.S. history, from 19th-century industrial beginnings to present. Boston and the state as typologies for urbanization in the nation. Subjects include: creation of factory towns and women and child labor, Irish immigration, industrial history in the Gilded Age; urbanization, class conflict, immigration/assimilation, machine politics and reform, urban renewal and the rise of service and high-technology industries, racism, school desegregation, and violence in Boston and the metropolitan area.

387 Holocaust
(IS) A. Donson
MW 12:20-1:10 (plus discussion)
Lecture. This course explores the causes and consequences of what was arguably the most horrific event in all of history. Topics include both the long-term origins of the Holocaust in European racism and anti-Semitism and the more immediate origins in the dynamics of the Nazi state and the war against the Soviet Union. Particular attention will be given to debates and controversies, including the motivations of German and non-German perpetrators, bystanders, and collaborations, the place of the Jews and non-Jews in Holocaust historiography, the continuities of racism and genocide and their comparability, and the consequences of the Holocaust for memory and world politics.
389 US Women’s History
(HS U) L. Lovett
TuTh 1:00-1:50 (plus discussion)
This class examines the historical significance of social, cultural, and political roles played by women in the U.S. since 1890. The historical basis of inequalities of power created by intersections of race, class, gender, and sexuality, as well as social movements that challenged these inequalities will be of special interest to us. With a focus on primary sources, modernity vs. tradition, the politics of motherhood, and the historical search for sisterhood are among the themes we will consider in the course. Student evaluation will be based on class participation, writing assignments, and a group oral history project.

390E Imperial America: US and World, 1893-now
(HS) C. Appy
MW 9:05-9:55 (plus discussion)
This course examines the assertion of U.S. power from the conquest of the Philippines to the “global war on terror.” What are the causes and consequences of America’s cultural, political, military, and economic empire? Has the U.S. been a force for democracy and freedom, as its leaders have claimed, or has it more often acted in opposition to self-determination and human rights?

392E The US in Latin America
J. Wolfe
MW 1:25-2:15 (plus discussion)
This class explores the long and contentious relationships between the United States and the Latin American nations. It focuses on the late nineteenth and twentieth centuries, analyzing the Spanish-American war, upheaval in Central America in the 1920s, the place of Cuba within the growing informal U.S. empire, trade relations with the South American nations, the impact of the Cold War on the hemisphere, the role of the CIA in destabilizing and overthrowing popularly elected government, and the U.S. as both a supporter and opponent of Human Rights and democracy under various late twentieth-century presidents. We analyze these events through the lenses of political, economic, social, and cultural history.

392N Maritime Culture New England 1620-1840
B. Levy
MWF 10:10-11:00
Between 1650 and 1820, New England's economy largely rested on its maritime prowess: shipbuilding, fishing, whaling, and blue-water commerce. It is the argument of this course that such success was not simply a matter of economic evolution by laissez faire principles but an expression of New England culture, including its political economy, its religion, and its family. Additionally, the maritime culture of New England had an important impact on New England society and its individuals, while the slow but dramatic dissolution of this culture between 1812 and 1840 had a significant impact on society, including gender roles, literature, and education.
393EH Intellectual Origins of Colonialism (Honors)
J. Higginson
TuTh 5:30-6:45
While the last apparent vestiges of colonial rule are fast becoming historical artifacts, few people in the former colonizing countries have more than an impressionistic understanding of what colonialism was. This course is designed to disabuse the intelligent layperson of erroneous ideas about the nature of colonial rule and the legacy it bequeathed to the contemporary world. We will examine the origins of colonial policy, as well as its conjuncture with other economic and political problems, through a series of case studies and intellectual histories.

394AI Age of the Crusades
(IE) A. Broadbridge
MWF 11:15-12:05
Students will study the history of the Age of the Crusades (1090s-1290s). They will cover the eight major crusades to the Middle East and North Africa, including personalities, ideologies, and military and logistical challenges. They will investigate the European Crusaders, those Muslims, Christians and Jews who were “Crusaded Against”, and the cultural interactions among them all. Student will also examine Crusades in Europe, and Crusades of later centuries (briefly). For the IE component, students reflect on themselves as students and history majors, and on their college careers and what they have learned in them, and then connect these reflections to topics in Crusades history. This is a 4-credit IE class, 2 papers, 2 exams

394RI Comparative Revolutions: Modern Era
(IE) J. Higginson
TuTh 1:00-2:15
We are now living in the throes of the "Arab Spring" and the greatest economic crisis since the Great Depression. This General Education IE course seeks to integrate students' contemporary understanding of these events against the backdrop of analogous moments in world history over the past three centuries. The core mission of the course is to examine why economic underdevelopment, in combination with weak or dependent state formations, often induces popular instances of rebellion and revolution in the modern era. We will also examine why revolutions do not always usher in genuine social reform. The class will be particularly focused on comparative models of social change and revolution found in the works of Gregor Benton, Crane Brinton, Edmund Burke, Jean Chesneaux, Richard Cobb, Eric Hobsbawm, Barrington Moore, Edmund Morgan, James Scott, Theda Skocpol and William T. Vollman. The course will afford students an opportunity to improve their speaking and writing ability, while critically assessing the course material through an interdisciplinary lens.

394TI Mongol and Turkish Empire
(IE) A. Broadbridge
MWF 10:10-11:00
In this 4-credit IE class, students investigate the history of Genghis Khan and the Great Mongol Empire, the Mongol Successor Empires, and the copycat Temüürid Empire, covering the time period 1150-1500. Students learn about the rise, expansion and fall of these empires, and the complexities that make this history so gripping. For the IE component, students also reflect on themselves as students and history majors, and on their college careers and what they have learned in them, and then connect these reflections to topics in Mongol and Turkish history.
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.

This course introduces students to the societies and cultures of the Mediterranean world from the third to the seventh century CE. Students will read modern scholarship and primary sources on issues such as the disintegration of the Roman empire into successor states in Europe, North Africa, and the Middle East, and the transformation of cities, art, religions, and ethnic identities in a post-Roman world.

This course examines the social, political, economic, and cultural history of the era of Reconstruction and Reunion. We will investigate drove the forces that drove Reconstruction in the North, South, West, and abroad during and after the U.S. Civil War and the destruction of slavery. We will attend to conflicts over the meanings of freedom and the government's role in securing freedom for its citizens among freedpeople, white and black northerners, suffragists, white southerners, western farmers, and Native Americans in the postbellum period. The course concludes with the North's withdrawal from the South, the rise of legal segregation, legal disfranchisement, lynching, and white sectional reunion during the wars of 1898. At various points during the semester, we will reflect critically upon the ways in which Reconstruction and Reunion have been remembered and represented in history and popular culture.

This course ranges widely from the constitutional convention in 1787 to the present, but most of the course focuses on the 20th century. Key topics are: federalism and diversity, free speech and diversity, religious freedom and diversity, and affirmative action and diversity. Students will be exposed to all sides of the key debates. The course is not designed to promote specific viewpoints. Special attention will be paid to the transformation of legal language over time and the manner in which social values enter into constitutional argumentation.
397GEH Global Environmental History (Honors)
G. Washington
TuTh 2:30-3:45
This honors course will examine the impact that interactions between humans and the larger biophysical world have had on the global past. From the late 1400s, new encounters and unprecedentedly lengthy trade networks rapidly transformed the Old World Web into the World Wide Web. This process has greatly changed the way that nature and humankind interact on a local, regional, and global scale, greatly amplifying the impact that the two have upon one another. We will be asking three key questions: What role has the environment played in major global dynamics? What local and supra-local impacts have major global dynamics had on the environment? How has human thought about the environment developed throughout all these developments? To respond to these questions we will study natural and human-influenced global environmental developments as well as local and regional changes in the relationship between humans and their environment over the past five centuries. We will examine a wide range of fields, from agriculture to disease to transportation to energy to philosophy and beyond, and a wide array of countries stretching from China to Germany to the U.S. to Brazil and beyond.

397GS Global History of Sport
B. Bunk
MW 2:30-3:45
The Global history of Sport is devoted to the modern history of international sport. The course examines the ways that sport has influenced and been influenced by important social, political, and economic institutions or ideologies. Class material will address the emergence of international sporting institutions and tournaments such as the Olympic games and the World Cup while also examining several individual case studies including baseball and soccer. Students analyze historically important events, developments, and processes as a way of gaining an awareness of and appreciation for an historical perspective. 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 emphasizes the development of critical thinking and writing skills and assignments include short essays, exams and digital projects.

397LEH Liberation or Equality? History or LGBT Rights Law (Honors)
J. Nye
TuTh 1:00-2:15
The last fifteen years have seen incredible legal victories for lesbian, gay, bisexual, and transgender (LGBT) people in the United States, from the decriminalization of same sex sexual activity to gay marriage. And yet, in most states, it remains legal to discriminate on the basis of sexual orientation and gender identity in employment, housing, and public accommodations and LGBT people still experience violence in their families, on the streets, and in schools. This course will examine the history of LGBT people in the United States through the lens of the law. We will explore a host of legal issues facing LGBT people in the last fifty years, such as sodomy laws, employment discrimination, school bullying, health law issues, particularly those related to HIV/AIDS and transgender health care, and family law issues, such as child custody, adoption, and marriage. Some questions we might consider include: When and why have LGBT people turned to the courts or legislatures for redress of legal grievances and to what success? What claims have LGBT people made for legal protection and how has it mattered whether these claims have been based on equality, liberty, or privacy arguments? In what ways has the use of “the law” by the LGBT movement to achieve social justice been different and similar to other “rights” movements, such as the civil rights movement, the women’s rights movement, and the disability rights movement? What conflicts have arisen over legal goals and strategies between the LGBT “movement” and LGBT people? What role have lawyers historically played in advancing (or constraining) the goals of the LGBT movement and how effective has litigation been in securing these rights? Does (or will) legal equality for LGBT people mean justice or liberation for LGBT people? [cont]
How has the lived legal experience of LGBT people differed on the basis of other social and legal categories, such as sex, gender, race, class, ability, or immigration or incarceration status? What new legal issues are on the horizon for the LGBT movement, particularly involving trans and intersexed people? 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 and/or sexuality/gender related coursework (particularly U.S. LGBT and Queer History) helpful, but not required. Prior law and/or sexuality/gender related coursework (particularly U.S. LGBT and Queer History) helpful, but not required. Non-Honors students may enroll in this course with permission of the instructor. For permission to enroll, please contact the professor at jlnye@history.umass.edu.

397PRH Power and Resistance in Latin America (Honors)
K. Young
MW 2:30-3:45
Why have ordinary Latin Americans joined social movements, often at high personal risk? How and when have those movements achieved their goals, and what common obstacles have they faced? What factors have influenced the forms and strategies that movements adopt? This course surveys the history of Latin American and Caribbean social movements from the late nineteenth century to the present day, seeking to identify key patterns and lessons in the process. Some of the case studies will include labor movements in twentieth-century Chile and Cuba, peasant/indigenous movements in Mexico and the Andes, feminist and LGBTQ movements in Brazil and Honduras, mobilization against military dictatorship in Argentina in the 1970s, the transnational campaigns against U.S. intervention in Central America in the 1980s, and recent struggles in defense of natural resources and the environment. We will also consider some of the groups who have mobilized in opposition to these movements. Classes will involve a mix of lectures and seminar-style discussion. Requirements include several short quizzes, a take-home essay, and an independent research paper.

397PT Political Theory and the American Revolution
D. Gordon
TuTh 11:30-12:45
This course focuses on the ideological origins of the American Revolution and the political theory underlying the Constitution. We will also study American political thought comparatively, with reference to England and France. Primary source readings will include Blackstone, Montesquieu, Paine, Madison, Jefferson, and the Anti-Federalists. But the main primary source will be Madison's notebook capturing the speeches at the Constitutional Convention, which we will read in its entirety. Secondary sources will include Akhil Amar, Peter Baehr, Joan Landes, and Gordon Wood.

397RR History of Reproductive Rights Law
J. Nye
TuTh 10:00-11:15
This course will explore the history of reproductive rights law in the United States, centering the reading of statutes, court decisions, amicus briefs, and law review articles. We will look at the progression of cases and legal reasoning involving a wide variety of reproductive rights issues, including forced sterilization, contraception, abortion, forced pregnancy/c-sections, policing pregnancy (through welfare law, employment policies and criminal law), and reproductive technologies. We will pay particular attention to how differently situated women were/are treated differently by the law, particularly on the basis of age, class, race, sexual orientation, and ability. We will also examine the role lawyers have historically played in advancing (or constraining) the goals of the reproductive rights movement(s) and explore the effectiveness of litigation as a strategy to secure these rights. Finally, we will consider the question of reproductive rights versus reproductive justice and whether reproductive justice can be obtained through advocating for reproductive rights.
397SCH Sex and the Supreme Court (Honors)
J. Nye
W 2:30-5:00
This course focuses on the U.S. Supreme Court and its rulings regarding sex and sexuality. What has the Court said about what type of sexual activity or sexual relationships are constitutionally protected and how and why has this changed over time? What is or should be the Court’s role in weighing in on these most intimate issues? We will examine several hot button issues such as reproduction (sterilization/contraception/abortion); marriage (polygamous/interracial/same sex); pornography/obscenity; sodomy; sexual assault on college campuses; and sex education in public schools. We will consider how the Court and advocates framed these issues, used or misused historical evidence, and how the argument and/or evidence changed depending on the audience (i.e. the Court or the general public). Students will write several short argumentative essays, learn how to read and brief Supreme Court cases, and present an oral argument based on one of their argumentative essays. Prior law-related coursework is helpful, but not required.

397ST Science, Technology and War in 20th Century US & Europe
E. Redman
MWF 1:25-2:15
This course will examine the nexus of science, technology, and war in the 20th century United States and Europe. Topics covered will vary widely, including subjects such as the development and use of chemical and biological warfare; scientific, political, medical, and philosophical implications of nuclear technology; the technology of prostheses; the Manhattan Project and Big Science; Nazi science; Cold War technologies and their role in political and domestic spaces; the Space Race; and psychological research and the military. As a unifying theme we will consider the symbiosis of science and technology with war, examining the ways in which war influences science and tech alongside the ways that science and technology inform practices and philosophies of war. Readings will consist of primary and secondary sources as well as historical and contemporary films. Requirements will include writing several short papers as well as a longer historiographical essay.

397VW Public History Workshop: Social Justice Humanities
M. Miller
Tu 2:30-5:00
"Public History Workshop" is the name/number the History Department uses for a course in which the students explore how historical insight can be put to work in the world by collaborating on a semester-long public history project with a community partner. In spring 2017, we are partnering with the Humanities Action Lab at the New School for Social Research in New York City to explore the field of Social Justice Humanities through the national collaboration "States of Incarceration: A National Dialog of Local Stories" (see http://statesofincarceration.org/). Students in the workshop will learn about the emerging field of Social Justice Humanities by connecting with examples and case studies in Boston and Northampton, and contemplate ways that historians can contribute to national dialogues around pressing social issues. As part of the Humanities Action Lab initiative, students will also do some reading on the history of mass incarceration and develop and/or join some project to contribute to the UMass presence in this national partnership; students will also get real-world public history experience when they help mount and dismantle the traveling exhibition when it comes to Northampton and Holyoke in March 2017.
398A Practicum – Career Development for History Majors
M. Roblee
Tu 5:30PM - 6:20PM
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.

491G Indigenous Peoples in Museums & Archives
A. Nash
Mon 4:00-6:30pm
This advanced undergraduate seminar examines the history of Indigenous peoples in museums and archives as subjects of study and display and as curators, researchers, donors, artists, activists, and Tribal Historic Preservation Officers. Topics range from local to global, including a consideration of how the U.N. Declaration on the Rights of Indigenous Peoples may affect current museum and archival practices. No prerequisites but prior work in Native American & Indigenous Studies will be helpful.

491J Modern China
S. Schmalzer
Th 2:30-5:00
This is a combined graduate and honors undergraduate course on the history of modern China (c. 1800 to present). Expecting that many students will come to the course with primary interests in other areas, we will emphasize comparative and transnational approaches that encourage cross-fertilization with other coursework. Students will further have the opportunity to select some of the readings based on their own interests (for example, gender history, urban history, art history, history of science etc.). Requirements will include writing book reviews and journal abstracts, delivering oral presentations, and completing a substantial final project that ties the course to the student's broader academic goals

493F Empire and Nation
P. Srivastava
Th 2:30-5:00
This undergraduate seminar explores the history of British Empire in India from the late eighteenth to the early twentieth centuries. We will examine how Britain derived power, profit, and glory from its colony in India. We will also examine the ways in which religion, caste, class, and gender influenced the ideas and practices of anti-imperialist nationalism in India. Topics include indentured servitude; the opium trade; colonial knowledge and power systems, British rule and gender relations; the Mutiny of 1857, strategies of anti-imperialist resistance, and the partition of India in 1947. Students would read both primary sources and scholarly pieces on these topics. Course requirements include weekly readings, participation in class discussions, short take-home writing assignments, and a final essay paper. This course would satisfy non-western requirement for History majors. Prior knowledge of Indian history is not required for this course.
497CMH History Communication (Honors)
M. Miller
Thu 2:30-5:00
This course introduces students to the dynamic emerging field of history communication. It is based on the premise that, just as the sciences have prepared a generation of scientists to be Science Communicators, translating insights gained in lab to wide public audiences, so too should history prepare History Communicators to communicate new historical scholarship to non-experts in today's complex media environment. The explosion of media formats in the 21st century compels the history profession to train new kinds of history practitioner: specialists who are conversant with a range of digital tools and formats, from radio to blogs to podcasts; are adept with visual media as vehicles for conveying analysis; who can express themselves with precision; and who can effectively synthesize history scholarship toward a variety of ends and for a range of audiences. This course grounds students in the core principles of History Communication, and introduces them to the variety of ways these skills can be engaged in a range of professions and workplaces.

497NH Nazi Germany (Honors)
J. Olsen
Tue 2:30-5:00
The study of Nazi Germany forces historians to look more closely at a larger period of time and pose (and answer) important questions about a wide variety of topics relating to the Weimar Republic (1918-1933), the Nazi Era (1933-1939) and the Second World War (1939-1945). The events during these periods are of epic proportions - strikes, assassinations, hyperinflation, street fighting - and that is just in the years between the two world wars! These events, however, must be placed within the context of larger trends. We'll be considering topics ranging from avant-garde artists to genocide. However, as a unifying theme for the course, we will consider the impact of modernity: the rapid reorientation of German life to the demands of industrial society. Readings will consist of primary and secondary sources as well as historical and contemporary films. Students will be asked to write several short papers as well as a longer historiographical essay.

498F Thesis Writing Forum
J. Frnc
Time to be announced
The Thesis Writing Forum gives Honors students AND non-Honors thesis writers a chance to interact with one another, and with the professor, about the thesis writing experience. This is a two credit mandatory Pass/Fail practicum.

HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Bunker Hill
B. Levy
MWF 1:25-2:15
We will focus on the 1775 battle, the run up to it, the Massachusetts and English military systems, the battle's aftermath and political implications. We will read four paperbacks. This will not just be military history, but include the relationship between the military and social order of England and Massachusetts and the role of the military in the British Empire. One question is how are men trained to kill? In pursuing such issues, the course will emphasize the use of primary sources. Lots of writing. Three short papers (5 to 7 pages) and a long, capstone paper (15-30 pages).
450:02 Maps, Politics and Power
H. Scott
TuTh 10:00-11:15
In the 21st century we take maps for granted. Many of us use maps on a daily basis (think of Google Maps or GPS devices) and it has become increasingly easy for 'ordinary' people to create their own maps. But what is a map? How have maps, and the purposes that they serve, changed over time? And why should historians be concerned with the study of maps? In the first part of the writing seminar we will take a broad look at the history of cartography, focusing in particular on Europe and the Americas. In the second part of the seminar we will consider how maps and map-making have been connected, in different places and at different times between the sixteenth and the twentieth century, to politics and the exercise of power in society.

450:04 Espionage and Spying in History
A. Altstadt
TuTh 1:00-2:15
Covert information gathering seems glamorous, dangerous and effective. But is it? In particular, is it actually effective and if so, when and how? In this seminar we will read about espionage generally and examine in depth several cases of espionage and spying, both well-known and obscure, mostly from the 20th century. Our main question is whether the information collection through espionage and “spying” was decisive in political or military goals they were meant to aid. This course goes well beyond “cool spy stories” and grapples with historical-political context, case details and analysis. It will include extensive reading and serious analytical writing. Each student will write 2-3 short analysis papers during the semester (with peer review and rewriting) and then one final long paper on a case other than those we read in class.

450:05 Nuclear Politics from WWII to Present
C. Appy
Wed 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.

450:06 Alexander the Great
J. Moralee
TuTh 2:30-3:45
By the time of his death at the age of 32 in 323 BCE, Alexander the Great had pieced together an empire that linked Greece to India. In spite of his instant fame in antiquity, it is difficult for historians to pin him down, as most of the surviving accounts of his life were composed hundreds of years after his death and for a Roman audience. In investigating Alexander and the world that was engendered through his conquests, we will wrestle with the basic, though vexing question, of the primary sources. Much of the course will be devoted to comparing the major accounts of Alexander's life and wars written during the first and second centuries CE: Flavius Arrian, Q. Curtius Rufus, and Plutarch. Through weekly source analyses, journals, and two short research papers, we will explore both Alexander's instant and lasting fame and the challenges in understanding this enigmatic figure.
HISTORY MAJOR AREAS OF STUDY

Africa
History 393EH Intellectual Origins of Colonialism
History 394RI Comparative Revolutions: Modern Era

Ancient World
History 394new Age of Crusades
History 397AM Fall of Rome
History 450:06 Alexander the Great

Asia
History 115 Modern China
History 253 Asian Pacific American History: 1850-
History 346 Twentieth-Century China
History 491J Modern China
History 493F Empire and Nation

Europe
History 100 Western Thought to 1600
History 101 Western Thought since 1600
History 181 Hist of Sci and Tech in Western Wld, II
History 241 Irish Experience
History 305 Renaissance & Reformation in Europe
History 316 History of USSR
History 322 Modern France
History 330 English History to 1688
History 387 Holocaust
History 397ST Sci, Tech & War 20th C US & Eur
History 497NH NaziGerman

Latin America
History 354 History of Mexico
History 392E The US in Latin America
History 450:02 Maps, Politics and Power

Middle East
History 131 Middle East History II
History 394TI Mongol and Turkish Empire

United States
History 151 U.S. History since 1876
History 200 New Approaches to Hist: US & International Terrorism
History 242H Am Family in Hist Persp (Honors)
History 280 History of Baseball
History 297E Immigration and Migr: US1877-now
History 297S History of College Sports
History 385 Modern Boston
History 389 US Women’s History
History 390E Imp Amer: US &World, 1893-now
History 395S History of U.S. Social Policy
History 397AR Reconstruct and Reunion 1863-1898
History 397SCH Sex & Supreme Court (Honors)
History 397DC Diversity & Constitution
History 397LEH LGBT Rights Law (Honors)
History 397PT Political Theory
History 397RR History of Reproductive Rights Law
History 397ST Sci, Tech & War 20thC US & Euro
History 397VVV Public History Workshop
History 397new Supreme Court
History 450:01 Bunker Hill
History 450:02 Maps, Politics and Power
History 450:04 Espionage and Spying in History
History 450:05 Nuclear Pol from WWII

World History
History 111 World History Since 1500
History 397GS Global History of Sport