

**FALL 2017
HISTORY DEPARTMENT**



AP PHOTO

UNDERGRADUATE COURSE GUIDE

FALL 2017

Courses that will satisfy the non-western requirement:

HIST 110 World History to 1500
HIST 112 Introduction to World Religions
HIST 121 Modern Latin America (Latin America: National Period)
HIST 130 Middle East History I
HIST 131 Middle East History II
HIST 161 Africa Since 1500
HIST 190S Sex in Global History
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 345 China in the 19th Century
HIST 355H Caribbean (Honors)
HIST 359 Modern Brazil
HIST 394EI Human Rights & Energy in Eurasia
HIST 397AS Arab Spring/Arab Winter in Historical Perspective
HIST 397GGH Gandhi: Myth, Perspective and Politics
HIST 450:04 Islamic Movements in History
HIST 491H Chinese Cultural Revolution (Honors)

Courses the will satisfy the pre-1500 requirement:

HIST 100 Western Thought to 1600
HIST 110 World History to 1500
HIST 112 Introduction to World Religions
HIST 130 Middle East History I
HIST 180 History of Science and Technology in the Western World Part I
HIST 303 Later Middle Ages 1100-1350

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

MW 11:15-12:05 (plus discussion)

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.

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

(I G) 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.

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 2:30-3:45

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

MW 1:25-2:15 (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.

150 U.S. History to 1876

(HS) S. Cornell

TuTh 11:30-12:20 (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.

150H U.S. History to 1876 (Honors)

(HS) A. Nash

TuTh 2:30-3:45

History 150H is the honors version of the regular survey course, U.S. History to 1876. It is a seminar focused on deep analysis of the major forces in American history, taking a broad geographic approach that includes all of the lands and peoples that are part of the U.S. by 1876. There are two themes that run throughout the course: 1) the tension between local or personal interests versus group, regional or national concerns, including religion, ideology, politics, economics, gender, liberty, slavery, land, environment, industrialization, education, and consumer culture; and 2) a consideration of how the U.S. history course is / has been / could be taught. The reading is heavy, typically a book or the equivalent of it a week, with an emphasis on primary sources. Students are responsible for classroom discussion. Writing includes a book review, a taken-home final exam, and short weekly assignments that culminate in a final paper.

151 U.S. History since 1876

(HS) J. de Chantal

MW 2:30-3:45

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.

154 Social Change in the 1960's

(HS) D. Chard

TuTh 8:30-9:45

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.

161 Africa Since 1500

(HS G) J. Bowman

TuTh 10:00-10:50 (plus discussion)

Topics to be covered include African and European imperialism, colonialism, nationalism, and independence. The main objective of the course is to assess how these developments have changed the lives and cultures of African people. Requirements include: three exams, short essays, weekly reading and participation. No pre-requisites

170 Indigenous Peoples of North America

(HS U) A. Nash

TuTh 4:00-4:50 (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)

History 180 and its companion History 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. History 180 explores the Greek fascination with modeling the cosmos and with the nature of formal scientific explanation; the assimilation and refinement of ancient Greek science in the Islamic world; 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, artisans, mathematicians, and natural philosophers. History 181, offered in the spring, 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 techno-science. There are no prerequisites, although some background in European history from antiquity to 1700 is a great help.

190S Sex in Global History

(HS G) L. Lovett

TuTh 8:30-9:20 (plus discussion)

This course will survey topics in the global history of sex and sexuality from the eighteenth to the twenty-first century. We will explore continuities and changes in the definitions of sex and sexualities, the science and politics of sex and reproduction, the relationships between sex, sexuality, and imperialism, the sexual construction of social and cultural differences in different countries, changing portrayals of sex and sexuality by the state and by the media, social and legal activism with regard to issues of sex and sexuality, and the value of using sex and sexuality as a historical framework for issues in social, cultural, and political history. 4 credits. No prerequisites.

200 New Approaches to History “The U.S. and International Terrorism”

(HS) D. Chard

TuTh 4:00-4:50

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.

220 Capitalism & Alternatives in Latin America

(HS G) K. Young

TuTh 10:00-10:50 (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 businesspeople, but also at those of workers, women, indigenous people, migrants, and others typically marginalized in public debate. No prior experience with Latin American history or economics is necessary.

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 1:00-2:15

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

MW 11:15-12:05 (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 (plus discussion)

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 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

265 US LGBT & Queer History

(HS U) J. Capo

TuTh 10:00-10:50 (plus discussion)

This 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. With a focus on the nineteenth and twentieth centuries, the course covers topics such as the criminalization of same-sex acts, cross-dressing, industrialization and urbanization, feminism, the construction of the homo/heterosexual binary, transsexuality and the “lavender scare” during the Cold War, the homophile, gay liberation, and gay rights movements, HIV/AIDS, and (im)migration. We will often look to examples from the present to better explore change over time and the modes and influences that shape both current and past understandings of gender and sexual difference. This four-credit course fulfills both "HS" (i.e., Historical Studies) and "U" (i.e. Diversity: United States) general education requirements.

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.

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

303 Later Middle Ages 1100-1350

A. Taylor

TuTh 1:00-2:15

We will examine the cultural, religious and political history of the High and Later Middle Ages, focusing on themes such as the relationship of sacred and secular power, the interaction of Christianity, Judaism and Islam, religious movements, heresies, and persecution. We will read a variety of primary sources including accounts of the crusades from eastern and western perspectives, and the letters of Abelard and Heloise. Assessment will include quizzes, a midterm and research papers.

317 Russian Revolution

A. Altstadt

TuTh 10:00-11:15

This course examines events and ideas of Russia's revolutionary period from circa 1900 to the revolutions of 1917 and then the mechanisms of establishing Soviet power until about 1921. We will include the history of intellectual and social trends that form the basis of later revolutions and consider the Russian Empire and the USSR as multinational empires in which the non-Russians at times had their own interpretations of socialist and nationalist thought. This will be a specially designed course for the 100th anniversary of the Bolshevik seizure of power in October/November 1917. Grades will be based on participation, exams and a short paper.

330 English History to 1688

B. Levy

MWF 1:25-2:15

This course will emphasize the development of the English state and its social, legal, and economic implications from the War of the Roses through the Glorious Revolution. Focus on the royal families and the families of husbandmen and women. Several paperbacks will be assigned and so will primary source reading in the library and some movies to see at home via internet.

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.

349H Sex & Society in Modern Europe

J. Heuer

MW 2:30-3:45

This course examines the social organization and cultural construction of gender and sexuality. We will look at how women and men experienced the dramatic changes that have affected Europe since 1789 and consider how much these developments were themselves influenced by ideas about masculinity and femininity. We will explore topics such as revolutionary definitions of citizenship; changing patterns of work and family life; fin-de-siècle links between crime, madness, and sexual perversion; the fascist cult of the body; battle grounds and home fronts during the world wars; gendered aspects of nationalism and European colonialism, and the sexual revolution of the post-war era. As an honors course, the class will include a lot of reading independent research, and oral presentations.

355H Caribbean (Honors)

(HS G) J. Capo

TuTh 1:00-2:15

This honors course surveys the cultural, social, economic and political history of the Caribbean from the late fifteenth century to the present. This four-credit course, which fulfills both "HS" (i.e., Historical Studies) and "G" (i.e., Global Diversity) general education requirements, focuses on the Greater Antilles (i.e., Cuba, the Dominican Republic, Haiti, Jamaica, and Puerto Rico) in the nineteenth and twentieth centuries. We will explore key historical moments in the region to better understand how the peoples of the Caribbean negotiated concepts of sovereignty, labor, economic independence, and self-determination. Topics include conquest and settlement, colonialism, slavery, independence, paternalism, informal and formal imperialism, Pan-Americanism, Pan-Africanism, caudillismo, political and social revolution, and neo-liberalism. Students will also learn about some of the major thinkers and political actors engaged with these debates, such as Toussaint L'Ouverture, José Antonio Aponte, Samuel Sharpe, José Martí, Frederick Douglass, Ramón Emeterio Betances, Evangelina Cisneros, Isabel González, Marcus Garvey, Rafael Trujillo, Fidel Castro, Ernesto "Che" Guevara, and François and Jean-Claude Duvalier. This reading and writing intensive class requires both independent research and active in-class participation.

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.

361 American Revolution

B. Levy

MWF 4:00-4:50

Lecture. This course takes an appreciative but critical look at the American Revolution, the Constitution and the founding fathers. Emphasis on Massachusetts and the use of primary sources. Major topics are the political ideas in the Revolution, origins of American Revolution in Massachusetts and Virginia; social meaning of military strategy during the Revolutionary War; privateering, Shays' Rebellion, elitism and slavery in the Constitution.

363 Civil War Era

S. Cornell

TuTh 2:30-3:45

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.

385 Modern Boston**(HS U) J. de Chantal****MW 4:00-4:50 (plus discussion)**

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.

391N Conservation of Nature & Culture**D. Glassberg****MWF 10:10-11:00**

This course will explore the history of various efforts around the world to conserve nature and culture. Students will learn about the history of the Conservation Movement in North America, but also get a chance to think broadly about what the idea of conservation means in archeology, folklore, historic preservation, and the arts, especially in a time of globalization and climate change.

393N Germany since 1945**J. Olsen****TuTh 11:30-12:45**

This course will offer a comparative study of East, West, and post-1990 united Germany. The course will explore the history and politics of contemporary Germany and look at the evolution of political and cultural life in the two German states and united Germany. Topics covered will include: the division of Germany; cultural life in East and West; popular protest movements; the environmental movement; coming to terms with the past; unification; immigration; and other related topics. Work usually involves reading a several books throughout the semester in addition to daily primary source readings or scholarly articles for discussion. Students will also complete a major research paper.

394CI Ideas that Changed History**(IE) B. Laurie****TuTh 11:30-12:45**

All historians inevitably address the basic question of what drives history. Which forces move the larger historical narrative, define an era, or inspire a moment or moments? Are they, economic, political, cultural either on their own or in some combination? This course explores the thesis that the motive forces of historical change were and are popular movements from the right and the left, starting with the first populist revolt in the 1890s and ending with the current one. In between we will look at such insurgencies as the American left around World War I, Civil Rights and Women's Movements from the 1950s thru the 1970s, and the more recent struggle for LGBT rights We will end by studying the rise of the modern conservative movement in the 1970s and its latest reincarnation in the form of the Tea Party. In each instance we will ask who joined such movements? Why? What did they stand for? We will also dig into the most important question of all: what was their impact? Why did they matter? In looking at these questions you will gain a deeper appreciation for the complicated physics of historical change over time.

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

TuTh 11:30-12:45

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.

397AS Arab Spring/Arab Winter in Historical Perspective

J. Georgy

MW 8:40-9:55

In 2011, a wave of protest and revolt swept across much of the Middle East and North Africa, a phenomenon that has sometimes been referred to as the "Arab Awakening," and more commonly as the "Arab Spring." It can be argued that from the beginning, the terms of discourse have been sodden with old orientalist fictions of a timeless (Arab) East. The "Arab Spring" recalls an abnormally drawn out winter in much the same way that the "Arab Awakening" recalls an unnaturally protracted sleep. As the early optimism of the uprisings faded, some observers have asked whether "spring" is not simply the next phase of winter. In this course, we will explore a range of prominent themes in this present Middle East "moment," using an historical lens to correct myopic visions of winters and springs.

397GGH Gandhi: Myth, Perspective and Politics

P. Srivastava

MW 2:30-3:45

The most prominent figure in India's anti-colonial nationalist movement, Mahatma Gandhi has also been one of the most remarkable global leaders and thinkers of the twentieth century. Charting Gandhi's trajectory against the background of events in South Africa and colonial India, this course examines the ideas, strategies, achievements and limitations of Gandhian politics. Using a variety of written sources and films, we will critically assess Gandhi's influence on and conflicts with various streams of anti-colonial nationalism(s) in India. A critical evaluation of these themes will not only afford insights into the life, ideology and activism of Gandhi, but also allow us to better understand the nature of British imperialism, the different strands of Indian nationalism, and the features of political transition that occurred in 1947. Graded assignments include short response papers, a film review, and a research paper.

397PT Political Theory and the American Revolution

D. Gordon

MW 2:30-3:45

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.

397RL Rape Law: Gender, Race, (in) Justice

J. Nye

TuTh 10:00-11:15

The history of the legal response to rape has often resulted in injustice for both the victim/survivor and the alleged perpetrator. This course will examine the evolution of the U.S. legal system's treatment of rape, paying particular attention to the movement against lynching in the post-civil war era, the rise of the feminist anti-rape movement in the 1970s and the student movement against campus sexual assault. Through an analysis of court cases, legislation, and other texts we will consider the role sexual violence has played in maintaining gender and racialized power relationships. We will examine how and why such violence came to be seen as a crime, including who is worthy of the law's "protection" and who is subject to the law's "punishment." We will explore issues such as: rape as a form of racialized and imperial violence, especially against black and Native American women; the criminal legal treatment of rape and the evolution of the legal concepts of force, resistance, and consent; and the civil responses to rape under the Violence Against Women Act and Title IX. We'll also look at the international law responses to rape as a weapon of war. Finally, we'll think about how the legal responses, or non-responses, to rape have differed over time depending on factors such as the race/ethnicity, income level, immigration status, sexual orientation/gender identity, age, and marital status of the victim/survivor and the perpetrator. Finally, we'll consider how the legal system can or should respond to rape, particularly in this age of mass criminalization and mass incarceration, and whether restorative justice responses might be preferable. Prior law-related coursework is helpful, but not required.

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 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 advocate for social and legal equality and justice. 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 is helpful, but not required. Non-Honors students may enroll in this course with permission of the instructor. If you're not an Honors student and would like to take this course, please email me (jlnye@history.umass.edu).

397Z Introduction to Public History

D. Glassberg

MW 2:30-3:45

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.

398A Practicum – Career Development for History Majors

M. Roblee

Wed 5:30-6:30

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

491H Chinese Cultural Revolution (Honors)

S. Schmalzer

Th 2:30-5:00

This course will offer an in-depth investigation of China's Cultural Revolution (1966-1976), in which Mao Zedong urged the people to wrest control away from Communist Party leaders and recreate Chinese culture and society based on revolutionary principles. What motivated people, and particularly youth, to participate in activities that often brought suffering to themselves and their families and destruction to China's cherished cultural sites? What were the ideals they strove to realize, and to what extent can their actions be considered in positive light? How has the Cultural Revolution been remembered in years since? In order to encourage empathy for historical actors and critical evaluation of the way the Cultural Revolution has been portrayed, we will begin with the most primary of sources and move progressively "outward" until we arrive at recent scholarly analysis. The character and context of sources will be a consistent emphasis.

493M Policing in Modern America

J. Fronc

TuTh 2:30-3:45

In this course we will investigate and analyze major trends in the history of policing, broadly conceived, in the 20th century United States. This course is not meant as a chronological survey of U.S. history; instead, we will take a thematic approach, each week studying an issue or set of issues through a historical perspective. We will begin with an introduction to general theoretical approaches to the study of policing and the state, then turn to study the development of several different kinds of police forces in their historical contexts; private police in labor conflicts; the Bureau of Prohibition; and the Border Patrol. The course will also explore how evolving ideologies of race, class, gender, and sexuality have shaped understandings of what qualifies as criminal behavior in need of policing.

497AA Theory and Method of Oral History

S. Redman

TuTh 11:30-12:45

Oral history is the practice of recording interviews with first hand witnesses to past events. This course will guide you through the origins and history of oral history as a methodology for recording and analyzing past events, especially since the middle of the twentieth century. The class will introduce you to many of the major theoretically oriented debates happening in oral history as a field today. In this course, students gain first hand experience with oral history through the recording of their own original interviews.

HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 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. **(Must not have taken 592U)**

450:02 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.

450:03 Topics in Sport History (Junior Year Writing)

B. Bunk

MW 2:30-3:45

This course examines the historical development of several sports including tennis, golf and skiing. Students will make significant use of the Mark C. McCormack collection at the DuBois Library Archives and Special Collections. McCormack founded the management company IMG Worldwide and represented major figures including Arnold Palmer, Jean-Claude Killy and Rod Lever. During his career he helped redefine the role of money and media in sport. Accessing this archive enables students to formulate, research and write a major research paper using original documents. Other assignments may include different types of short writings, class discussion, an oral presentation and participation in peer reviews of written work.

450:04 Islamic Movements in History

A. Broadbridge

TuTh 10:00-11:15

In this Junior Writing Seminar we will examine different Islamic religious movements in their historical context, including the differences between Sunnis and Shiites, Islamic mysticism, theories of Jihad, modernist Islamic thought, and the origins, history and current state of Islamist (fundamentalist) thought. We will also improve the quality of your writing through papers based on our study of this topic, and through regular and fun grammar drills. You will write several short (2-3 page) papers, one term paper (15 pages), and will also workshop them constructively in class, with me, and with one another. Discover how exciting grammar can be, and how interesting Islamic ideas have been across the ages.

450:05 US Immigration History 1830-1965

J. Fronc

TuTh 11:30-12:45

US Immigration History: 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 completed 595I.

HISTORY MAJOR AREAS OF STUDY

- Africa
 - History 161 Africa Since 1500
 - History 260 Power and Violence in South Africa
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- Ancient World
 - History 110 World History to 1500
 - History 112 Introduction to World Religions
 - History 303 Later Middle Ages 1100-1350
- Asia
 - History 247 Empire, Race & the Philippines
 - History 250 Introduction to South Asian History and Culture
 - History 269 American War in Vietnam
 - History 345 China in the 19th Century
 - History 394EI Human Rights & Energy in Eurasia
 - History 450:01 China and the US (Junior Year Writing)
 - History 491H Chinese Cultural Revolution (Honors)
- Europe
 - History 100 Western Thought to 1600
 - History 101 Western Thought since 1600
 - History 180 The History of Science and Technology in the Western World, Part I
 - History 317 Russian Revolution
 - History 330 English History to 1688
 - History 349H Sex & Society in Modern Europe
 - History 393N Germany since 1945
 - History 394CI Ideas that Changed History
 - History 394EI Human Rights & Energy in Eurasia
- Latin America
 - History 121 Modern Latin America
 - History 220 Capitalism & Alternatives in Latin America
 - History 355H Caribbean (Honors)
 - History 359 Modern Brazil
- Middle East
 - History 130 Middle East History I
 - History 131 Middle East History II
 - History 397AS Arab Spring/Arab Winter in Historical Perspective
 - History 450:04 Islamic Movements in History
- United States
 - History 150 U.S. History to 1876
 - History 150H U.S. History to 1876 (Honors)
 - History 151 US History since 1876
 - History 154 Social Change in the 1960s
 - History 170 Indigenous Peoples of North America
 - History 200 New Approaches to History-US and International Terrorism
 - History 242H American Family in Historical Perspectives (Honors)
 - History 269 American War in Vietnam
 - History 361 American Revolution
 - History 363 Civil War Era
 - History 365 US LGBT & Queer History
 - History 385 Modern Boston
 - History 391N Conservation of Nature & Culture
 - History 394CI Ideas that Changed History
 - History 395S History of U.S. Social Policy, Politics of Gender, Race, and Class
 - History 397PT Political Theory and the American Revolution
 - History 397WLH Women and the Law: History of Sex & Gender Discrimination Law (Honors)
 - History 397(new) Rape Law: Gender, Race, (in) Justice
 - History 450:02 Nuclear Politics from WWII to Present (Junior Year Writing)
 - History 450:03 Topics in Sport History (Junior Year Writing)
 - History 450:05 US Immigration History (Junior Year Writing)
 - History 493M Policing in Modern America
- World History
 - History 110 World History to 1500
 - History 112 Introduction to World Religions
 - History 190S Sex in Global History