

**FALL 2018
HISTORY DEPARTMENT**



UNDERGRADUATE COURSE GUIDE
(Please see Spire for the most accurate course
information)

FALL 2018

Courses that will satisfy the non-western requirement:

HIST 110 World History to 1500
HIST 112 Introduction to World Religions
HIST 114 China Origins to 1600
HIST116 History of Japan
HIST 120 Latin America: The Colonial Period
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 250 Introduction to South Asian History & Culture
HIST 253H Asian-Pacific American History: 1850-Present
HIST 260 Power and Violence in S Africa
HIST 345 China in the 19th Century
HIST 359 Modern Brazil
HIST 394EI Human Rights & Energy in Eurasia
HIST 397GGH Gandhi: Myth, Perspective and Politics
HIST 397MJ Women in Modern Japan
HIST 397MV Islamic Movements in History
HIST 491J History of Modern China
HIST 491MM Mass Migrations in the Middle East
HIST 492Z Zionism, Palestine, Israel: A Global History
HIST 450:01 Latin American Revolutions –

Courses the will satisfy the pre-1500 requirement:

HIST 100 Western Thought to 1600
HIST 110 World History to 1500
HIST 112 Introduction to World Religions
HIST 114 China Origins to 1600
HIST 130 Middle East History I
HIST 180 History of Science and Technology in the Western World Part I
HIST 204 Ancient Rome

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) A. Taylor

MW 12:20-1:10 (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.

114 China Origins to 1600

(HS G) S. Schmalzer

MW 12:20-1:10 (plus discussion)

Lecture with discussion sections. This class offers an interdisciplinary approach to Chinese history up to the Ming Dynasty. Topics will include archaeological and mythical origin stories, ancient philosophy, literature, Buddhism, political and economic change, and material culture. Assignments will provide opportunities to learn and demonstrate empirical knowledge, analytical thought, writing skills, creativity, and historical empathy. No prior exposure to Chinese history is assumed.

116 History of Japan

(HS G) G. Washington

MW 1:25-2:15 (plus discussion)

This survey class is a journey through the social, cultural, political economic and religious developments in Japan since 1800. We'll go from the 18th-century kabuki stage and the samurai castle to the military barracks and factory floor behind Japanese imperialism to the crowded trains and hip-hop-filled streets of Harajuku in 21st-century Tokyo. We will examine how much Japan has changed, but also much about the lines of continuity that run from the past to the present through a textbook and a few short scholarly pieces. The course also aims to humanize the history of the Japanese people through first-hand accounts ranging from diary, letter, newspaper, play, and novel excerpts to government documents, comic books, paintings, photos, and other sources. Students will leave this course equipped with the information and tools needed to acknowledge and understand the vividness and complexity of Japan, its position in East Asia and the world, and its special relationship with the United States.

120 Latin America: The Colonial Period

(HS G) H. Scott

MW 1:25-2:15 (plus discussion)

This course surveys the history of colonial Latin America, examining the encounters between Europeans, the Indigenous peoples of the Americas, and African peoples over the course of three centuries. The class explores the reciprocal effects of this contact. What impact did the conquest have on the peoples, cultures, environments, and demography of the Americas? What were the characteristics of the societies, cultures, and environments that emerged from this ongoing process of contact, conflict, and colonialism? We examine, among other themes, experiences and portrayals of conquest, the formation of colonial communities, the role of the Catholic Church, slavery and the formation of racialized caste systems, everyday life in colonial society, and the collapse of empire in the early nineteenth century. Opposing viewpoints and historiographical debates set the tone for at least some lectures and discussions. We make frequent use of textual and visual primary source materials throughout the semester. Assignments for the course include a midterm exam, an assignment based on the analysis of historical sources, a book review, and active participation.

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) K. Schwartz

MW 10:10-11:00 (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

MW 10:10-11:00 (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 1:00-2:15

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) S. Redman

MW 1:25-2:15 (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.

154 Social Change in the 1960s

(HS U) TBA

MWF 9:05-9:55

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. 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.

200 New Approaches to History: "Freedom Dreams: Revolutionary Visions, Past and Present"

(HS) K. Young

TuTh 4:00-4:50 (plus discussion)

"Another world is possible!" Social movements everywhere have adopted this slogan in recent decades. Activists in the more distant past were often guided by the same belief: that alternatives to an unjust status quo were both conceivable and achievable. As they struggled to survive in the face of tyranny and oppression, many also fought to develop new revolutionary systems based on principles like equity, autonomy, inclusiveness, and environmental sustainability. This course will examine some of these struggles and how their protagonists tried to create a better future. Case studies will include black and indigenous liberation movements in U.S. history, revolutions in Latin America and Asia, radical working-class movements in Europe, and even some examples from western Massachusetts. We will also touch upon how some "revolutionary" visions have gone wrong, contributing to the oppression of certain groups. The course will take place in conjunction with the History department's Feinberg Family Distinguished Lecture Series, and students will be required to attend several of the series events as part of the course. Events will feature activists, artists, and historians discussing the relevance of history to current-day movements for justice. More info:

<https://www.umass.edu/history/feinberg-series>

204 Ancient Rome

(HS) J. Moralee

MW 2:30-3:45

This course follows the history of the Roman people from the founding of the city by Romulus in 753 BCE to the conversion of the emperor Constantine to Christianity in 312 CE. We will examine how Roman authors, archaeology, coins, sculpture, and human remains help us understand the Roman past in all its diversity.

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.

250 Introduction to South Asian History and Culture

(HS G) P. Srivastava

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

This course offers an introduction to major events and themes in the history of the Indian subcontinent with a specific focus on the periods between sixteenth century to 1947. After a brief examination of early India and the emergence of Hindu and Buddhist traditions, the course explores topics such as the rise of the Mughal empire and the creation of an Indo-Islamic culture; global trade between India and the West in the seventeenth century; the expansion of British imperial power in the eighteenth and nineteenth centuries; transformation of Indian economy and society during the period of British rule; Gandhi and anti-colonial nationalisms; the attainment of freedom from colonial rule; the partition and the subsequent creation of two independent nation states, India and Pakistan, in 1947.

253H Asian-Pacific American History: 1850-Present

(HS G) R. Chu

TuTh 1:00-2:15

What does the study of the history of Asian Americans teach us about our nation's history? What groups constitute the Asian American communities in the state of Massachusetts and in the Pioneer Valley/Western Massachusetts, and what are they doing to empower and help themselves? To answer these questions, this course combines the methods of historical inquiry and community engagement, and is designed for you who are willing to learn more about Asian Americans **both inside and outside** the classroom. In the first half of the course, you 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, Cambodian, Vietnamese, Hmong, Filipino, Tibetan, or Bhutanese). In the second half of the course, you will apply the concepts of community engagement as you meet and interact with members of certain community organizations and attend a Cambodian or Vietnamese New Year's festival, as well as conduct research on or create a group project concerning the different Asian organizations and communities found in the Five Colleges and Pioneer Valley/Western Massachusetts, respectively. Other course requirements include readings, quizzes, reflection activities and papers, a group project presentation, a midterm, and two mandatory sponsored trips to Springfield/Pioneer Valley.

260 Power and Violence in South Africa

(HS G) J. Higginson

MW 10:10-11:00H (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 continue to cooperate with South Africa's Truth and Reconciliation Commission is an exquisite illustration of the kind of selective amnesia that continues to feed confusion about past events. Given the complex nature of much of the material we will be covering, it is imperative for students to attend lectures and discussions. All students will write a midterm, final and synoptic essays of two to three pages every other week on the required readings

265H US LGBT & Queer History (Honors)

(HS U) J. Capo

TuTh 1:00-2:15

This honors course explores how queer individuals and members of the lesbian, gay, bisexual, and transgender (LGBT) communities have influenced the social, cultural, economic, and political landscape in United States history. With a focus on the nineteenth and twentieth centuries, the course covers topics such as the criminalization of same-sex sexual acts, cross-dressing, industrialization and urbanization, feminism, the construction of the homo/heterosexual binary, transsexuality, the Cold War and the "lavender scare," the homophile, gay liberation, and gay rights movements, HIV/AIDS, and immigration. 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.

290A African American History from Africa to the Civil War

(HS U) TBA

TuTh 5:30-6:45

This 4-credit General Education course introduces students to the study of African American History. It begins with a discussion of the early twentieth-century Black intellectuals who pioneered the field of African American History and how the field has grown and changed over the past century. The course then charts the history of the African and African American experience, mainly in North America/United States from the late 17th Century through the end of the US Civil War. The course material includes lectures and readings that highlight other geographic locations and major events in the African Diaspora, such as the Haitian Revolution, and considers the connections to people and events in the United States. Topics covered in this course include: the Middle Passage; African American culture, religion, and art; slavery and the US Constitution and US law; free Black communities in antebellum US; southern slavery and the domestic slave trade; slave resistance and rebellion; Black intellectual and literary traditions; Black women's and men's political activism; colonization and emigration movements; Black soldiers and civilians in the Civil War; emancipation and the end of slavery in the United States.

297K 20th Century Europe

J. Olsen

TuTh 11:30-12:45

A survey of twentieth century European history with a special emphasis on political and cultural history. Topics covered include the birth of modernism, the rise of Communism, Fascism, and Nazism, two world wars, the Holocaust, the Cold War, European integration and contemporary Europe.

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

316 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.

323 Modern German History

A. Donson

TuTh 11:30-12:45

A social, cultural, and political history of the German-speaking countries from the mid-eighteenth century to the present. The course covers great social and political transformations, including the Enlightenment, rise of the modern state, the unifications and divisions of Germany, the emergence of modern urban culture, the role of women, the influence of Social Democracy, the course of National Socialism and the Holocaust, and Germany's place in postwar Europe. Emphasis is on reading primary sources and writing historical arguments based them.

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 4:00-5:15

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.

358 Immigration & Migration in US History 1877-present

J. Fronc

TuTh 2:30-3:45

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.

359 Modern Brazil

J. Wolfe

MW 2:30-3:45

Lecture; This course examines modern Brazil from 1800 to the present, concentrating on the making of the nation given its massive geographical size and diverse population. Topics study includes Brazil's status as the world's largest slave holding society in the nineteenth century and twentieth-century attempts to establish democracy.

360 American Colonial History 1763

TBA

TuTh 8:30-9:45

This course is about the complex and varied forces which interacted to create the British North American Colonies. (The evolution of New England, Middle, and Southern Colonies from early beginnings to maturity in the 1770s.) Previous American history survey course is helpful but not required. Emphasis will be on the political economies of the British North American settlements, especially labor systems.

361 American Revolution Era

TBA

TuTh 1:00-2:15

Colonial American preconditions, origins of the Revolution, controversies leading to independence, the role of individuals, war period, structuring new governments and society, problems of the nation to 1789. Social, political, intellectual issues, and new interpretations stressed. Previous American history survey course desirable.

363 Civil War Era

S. Cornell

MW 12:20-1:10 (plus discussion)

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

368 U.S. Between Wars

S. Redman

MW 4:00-5:15

This course examines American life in the 1920s and 1930s. We will focus on the dramatic social, cultural, economic, and technological changes experienced by the generations that came of age in these decades, as well as the origins and legacies of the New Deal, the collection of government programs under such intense political debate today.

372 American Thought and Culture I

(HS) TBA

TuTh 4:00-5:15

A survey of American social, cultural, and intellectual history from 1630 to the Civil War. Subjects include Puritanism, religious revivals, republicanism, and such reform movements as anti-slavery, phrenology, and sexual hygiene. Emphasis on close reading of primary sources: sermons, poems, essays, and fiction (e.g., Uncle Tom's Cabin). HISTORY 150 or the equivalent useful.

381 US & Cold War 1917-90

TBA

MW 4:00-5:15

Events in American diplomatic history from 1900 to present, stressing habits, patterns, and trends that may have influenced these events.

386 Survey of World War II

(HS) B. Bunk

MW 2:30-3:45

In many ways World War II changed the course of world history. This class is a global study of the Second World War with an emphasis on examining the conflict from an international perspective. It is not a military history, although important combat operations will be discussed. Instead the focus will be on exploring the multiple effects of the conflict on local, national and international communities. Assignments include multiple writing assignments and exams. This 4 credit course fulfills the historical studies (HS) portion of the General Education program.

391N History and Sustainability

D. Glassberg

MW 4:00-5:15

Americans debate whether their ever-rising consumption of natural resources and standard of living can continue indefinitely into the future. This is not a new question; since the mid-1800s, movements for the conservation of nature have challenged the primacy of mass consumer culture, and met fierce opposition from those charging that these movements threaten the American dream of individual economic opportunity. Through exploring the history of these ideas, students will gain a better understanding of the meaning of sustainability in an era of globalization and rapid climate change.

394CI Ideas that Changed History

(IE) E. Redman

TuTh 10:00-11:15

This course will explore a selection of ideas that change history, with a focus on scientific ideas that changed the course of science, history, and the way we think about the world. Topics will vary widely though primarily focused on US and European history from the Scientific Revolution to the present. This course will require significant reading of both secondary and primary source materials, and lectures will enrich and expand upon outside readings. By the end of the course students will be able to discuss many of the Big Ideas in science and be able to articulate the ways these ideas have shaped our history. This course fulfills the IE requirement for History majors.

394EI Human Rights & Energy in Eurasia

(IE) A. Altstadt

TuTh 1:00-2:15

Our topic is the politics and impact of energy (especially oil and gas) on democratization and human rights in the Caspian basin in historical and current strategic context. We examine the hydrocarbon industry and human rights and democratization in the five Caspian littoral states: Azerbaijan, Kazakhstan, Turkmenistan, Russia and Iran and a few neighboring ones such as Uzbekistan. We will consider globalization and strategic thinking, expressions of radical religious thought and politics, US/European energy and human rights policies. As an IE, this course will address several GenEd objectives: pluralistic perspectives and awareness of cultural difference and one's self as learner; effective oral and written communication; effective collaborative work; creative and analytical thinking and problem solving; application of methods of analysis to real world problems, and evaluating the consequences and implications of choices and actions. Readings for the class come from both the countries we will study and from reports by outsiders such as NGOs, international economic and political organizations, scholars of the region or topics such as finance or energy. In discussion and writing, we will critically review these materials and explore pluralistic perspective both among sources and compared to our own assumptions and previous impressions or experiences. Graded assignments will be both written and oral; role-playing exercises will require team collaboration as well as oral and written products. Our topic is analysis of policies that strive to explore and analyze, and possibly reconcile energy needs and policies to upholding human rights in producer states.

395S History of U.S. Social Policy, Politics of Gender, Race, and Class

L. Sharrow

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.

397GGH Gandhi: Myth, Perspective and Politics

P. Srivastava

MW 4:00-5:15

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.

397MJ Women in Modern Japan

G. Washington

MW 2:30-3:45

In this course students will learn about the history of women in nineteenth- and twentieth-century Japan. We will examine the constantly shifting ways in which Japanese society defined womanhood as well as the actual ideas and actions of Japanese women. This course in gender history course will introduce students to the legal, political, intellectual, social, and cultural developments that have shaped the place of women within Japan. The course will explore these themes through scholarly secondary sources and a variety of primary sources.

397MV Islamic Movements in History

A. Broadbridge

TuTh 10:00-11:15

This course will investigate several different Islamic religious movements. It will focus on the ideas and beliefs of each movement, their cultural and historical contexts, and the historical effect that these movements have had. Topics will include the Sunni-Shiite division, Mysticism, Islamic Modernism, Malcolm X and the Nation of Islam, and "Fundamentalisms" or Political Islam. Grades are based on several short papers (response papers, but out of class), two exams, one debate.

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.

397RR History of Reproductive Rights Law

J. Nye

TuTh 1:00-2:15

This course will explore the history and development of reproductive rights law in the 20th and 21st century United States, centering primarily on 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, relationship status, 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. Prior law-related coursework is helpful, but not required.

397ZH History and its Publics

M. Miller

TuTh 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 also co-create knowledge with the audiences they service. Public historians, then, are accomplished social, cultural and political historians who are often conversant in related humanities fields; they are also fundraisers, managers and mediators.

This course will introduce students to the theory and practice of public history. Students will consider the many ways history operates in American public life -- from the creation and removal of monuments and memorials to historic preservation efforts that produce welcome economic development, and/or worrisome gentrification. We will explore how approaches to museum interpretation have changed over time, grapple with the ethical and practical challenges that determine which objects and records are preserved, and consider the role of scholarly authority in community collaborations. We will also cultivate the skills required of public historians as we carry out a hands-on team-based project for a local partner; this work will allow you to test theory against practice, provide experience that can inform thinking about what to do with your History degree, and produce content appropriate for a resume or CV. NOTE: as of this writing, it appears that students in the class will be working with the Springfield Museums on a project involving the recently-acquired boyhood home of author Theodor Geisel, better known as Dr. Seuss.

398A Practicum – Career Development for History Majors

M. Roblee

Wed 5:30-6:20

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. 2 credit P/F

491MMH Mass Migrations in the Middle East

K. Schwartz

MW 2:30-3:45

Media headlines across the world today contain news of the humanitarian, political, economic, and social implications of the refugee crises that have resulted from the Arab Spring. Seen through the lens of history, however, these recent events form part of a long tradition in which people have been displaced during the modern era. This course will connect contemporary events to the history of mass migration in the Middle East, taking the settlement of major cities during the mid-eighteenth century as our starting point. Together we will explore the pushes and pulls of population transfer through urbanization, invasion, state centralization and forced labor, European and Ottoman imperialism, technological change, the development of nationalism, genocide, world wars, and economic migration. Along the way we will stop to focus on the lived experience of migration, examining topics such as protest and subversion, cosmopolitanism, identity and belonging, mahjar (emigration), exploitation, and historical memory. We will also contemplate how these earlier episodes in mass migration impact the Middle East today through topics like cultural exchange, political and ideological organization, citizenship, and globalization. Students will leave this course with an understanding of the major historical topics of the modern Middle East, and a framework for interpreting contemporary events.

492Z Zionism, Palestine, Israel: A Global History

A. Confino

Tu 2:30-5:00

This seminar, open for undergraduate and graduate students, explores the history of Zionism and of Israel while placing it within the history of Europe, of Judaism, of Palestine, of the Middle East, and of global trends that gave meaning to the Zionist movement and the state of Israel. We shall explore, among others, the Jewish national movement within European nationalism, colonialism, and settler colonialism; the relations between anti-Semitism and Zionism; the relation of the Zionist settlement in Palestine and the indigenous Palestinians; the place of Palestine within the British Empire; the relations of Israel to decolonization; the place of the 1948 war within a global history of partitions and forced migrations, especially in Europe and India/Pakistan in the 1940s; the post-1948 making of the Israeli welfare state in global perspective, and, more recently, the relations of Israel to issues of human rights. Throughout the course we shall pay special attention to topics of history and memory.

493B Digital History

J. Olsen

Tu 2:30-5:00

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

HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Latin American Revolutions

K. Young

TuTh 1:00-2:15

Through a series of case studies from twentieth-century Latin America, this course seeks to determine how revolutionary movements originated, how they attained power (or in some cases, did not), and what sorts of problems they encountered. Most revolutions have faced hostility from both foreign actors and certain sectors of domestic society. Further obstacles have stemmed from the fact that the revolutionaries themselves have often disagreed on goals, entertaining different and even conflicting visions of the societies they wish to build. We will explore these and other issues through close analysis of scholarly studies, personal testimonies, government documents, newspapers, pamphlets, artwork, and films.

450:02 China and the US

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)

450:03 Food, Water, Shelter

E. Redman

TuTh 8:30-9:45

This course explores our historic relationships with food, water, and shelter, with a strong focus on the history of science. Using a variety of sources aimed at diverse audiences we will investigate topics such as the biological and cultural heritage of food and eating, the scientific analysis of drinking water and its role in public health debate, the fallout shelter and American nuclear policy, and the mathematics of acoustics in modern architectural design. Topics will touch on environmental history, evolution, epidemiology, neuroscience, germ theory, physics, policy and politics, the role of the scientific expert, technological development, and the relationship between science and society. Significant course content and discussion of research and writing strategies will enable students to formulate, research and write a major academic paper. Students are encouraged to apply the methodologies and theories discussed in class to other topics in food, water, and shelter. Assignments will include regular short writing assignments with varying approaches, as well as a research paper. This course fulfills the Junior Writing Seminar requirement for history majors.

450:04 History of Crime and Punishment in the U.S.

J. Fronc

TuTh 11:30-12:45

This writing seminar will explore historical and sociological literature on crime and punishment in the 20th century United States. Murder and mass incarceration will be among the topics covered. Students will write several short papers during the first half of the semester; during the second half, they will work on individual research projects, resulting in a final paper of 15-20 pages.

HISTORY MAJOR AREAS OF STUDY

Africa

161 Africa since 1500
260 Power and Violence in S. Africa

Ancient World

204 Ancient Rome
302 Early Middle Ages 300-1100

Asia

114 China Origins to 1600
116 History of Japan
250 Introduction to South Asian History and Culture
253H Asian-Pacific American History: 1850-Present
345 China in the 19th Century
397GGH Gandhi: Myth, Perspective and Politics
397MJ Women in Modern Japan
491J His Mod China

Europe

100 Western Thought to 1600
101 Western Thought since 1600
180 His of Science and Tech in the West World, I
297K 20th Century Europe
316 USSR
323 Modern German History
349H Sex & Society in Modern Europe
394EI Human Rights & Energy in Eurasia

Latin America

120 Latin America: The Colonial Period
121 Modern Latin America
359 Modern Brazil
450:01 Latin American Revolutions

Middle East

130 Middle East History I
131 Middle East History II
397MV Islamic Movements in History
491MM Mass Migrations in the Middle East
492Z Zionism, Palestine, Israel: A Global History

United States

150 U.S. History to 1876
151 U.S. History since 1876
154 Social Change in the 1960s
170 Indigenous Peoples of North America
242H American Family in Historical Perspectives
290A African American History from Africa to the Civil War

358 Immigration & Migration US His 1877-present
363 Civil War Era
368 U.S. Between Wars
360 American Colonial History 1763
361 American Revolution Era
372 American Thought and Culture I
381 US & Cold War 1917-90
386 Survey of World War II
391N Conservation of Nature & Culture
397Z Museums and Public History
450:02 China and the US
450:03 Food, Water, Shelter
450:04 History of Crime and Punishment in the U.S.

World History

110 World History to 1500
112 Introduction to World Religions

Law

397RL Rape Law: Gender, Race, (in) Justice
397RR History of Reproductive Rights Law

LGBT/Social Rights

265H US LGBT & Queer History
395S History of U.S. Social Policy, Politics of Gender, Race, and Class