

(Check SPIRE for the most accurate information)

SPRING 2018 HISTORY DEPARTMENT



Title Penn[sylvania] on the picket line-- 1917. **Contributor Names** Harris & Ewing, Washington, D.C. (Photographer)
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UNDERGRADUATE COURSE GUIDE

SPRING 2018

Courses that will satisfy the non-western requirement:

History 111 World History Since 1500
History 112H Introduction to World Religions
History 115 Modern China
History 120 Latin America: The Colonial Period
History 121 Modern Latin America
History 131 Middle East History II
History 297P Palestine, 1948
History 342 Civilization of Islam II
History 347 Traditional Japan
History 354 History of Mexico
History 394AI Age of Crusades
History 394TI Mongol and Turkish Empire
History 397D Women & Colonial Rule in Africa
History 397GS Global History of Sport
History 397LA Environmental History of Latin America
History 397REH Race, Sex and Empire: India and Britain
History 450:03 Race, Religion & Nation/East Asia

Courses the will satisfy the pre-1500 requirement:

History 100 Western Thought to 1600
History 112H Introduction to World Religions
History 347 Traditional Japan
History 392AH Race & Ethnicity/Ancient World
History 394AI Age of the Crusades
History 394TI Mongol and Turkish Empire
History 450:01 Monsters, Foreigners – Outsiders in Antiquity – The Middle Ages
History 492H Witchcraft, Magic & Science

Courses that will satisfy the Integrated Experience General Education requirement:

History 394AI Age of Crusades
History 394CI Ideas that Changed History
History 394TI Mongol and Turkish Empire

100 Western Thought to 1600

(HS) D. Gordon

TuTh 10:00-10:50 plus discussion

This lecture course focuses on major thinkers and schools of thought from ancient times through the Renaissance. Readings include: Homer, Plato, Old Testament, New Testament, Augustine, Aquinas, Machiavelli, and Montaigne. The course also covers the modern interpretations of certain older texts; for example, the debate in our time about whether Plato is responsible for totalitarianism, and competing understandings of the Bible today.

101 Western Thought Since 1600

(HS) J. Olsen

MW 11:15 – 12:05 (plus Team Based Learning style discussion)

This course is an introduction to the social, political, cultural, and economic forces that have shaped civilization in the Western world from the seventeenth century to the present. Major topics will include the origins of the modern sovereign state, the Scientific Revolution, the Enlightenment and the French Revolution, the social upheavals of the industrial revolution, nationalism and the rise of mass politics, the First and Second World Wars, and the rebuilding of Europe after 1945.

111 World History Since 1500

(HS G) B. Bunk

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

The goal of the course is to understand the development of key aspects of world history from the late fifteenth to the late twentieth centuries. The course examines human interaction in specific situations developing through time, including the development of significant social, political, or economic institutions or ideologies. Students are exposed to historically important events, developments, or processes as a way of teaching them to understand the present and direct their futures as well as gain an awareness of and appreciation for an historical perspective. The readings of the course include a variety of primary and secondary sources in order to better analyze and understand the diversity of global norms and values and the way they change over time. The course work emphasizes the development of critical thinking and writing skills. Assignments include exams, multiple written assignments and engagement with the course materials and topics. This course fulfills the non-western requirement for history majors and the historical studies in global perspective (HSG) portion of the General Education program. Lecture and Discussion section, 4 credits.

112H Introduction to World Religions

(I G) S. Ware

MWF 1:25-2:15

History 112H introduces students to the history, philosophy, scripture, and art of Judaism, Christianity, Islam, Buddhism and Hinduism.

115 China: 1600-present

(HS G) S. Platt

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

Lecture with discussion sections. This is a survey of Chinese history from 1600 to the present day. We will cover topics including: the rise and fall of the Qing Dynasty; Chinese-Western encounters; internal threats to the Confucian state; transformation of Chinese thought and culture in the 19th century; the revolutions of the 20th century; the rise of Mao Zedong; the People's Republic of China; the Cultural Revolution; and the dramatic transformations China is undergoing today as a result of economic and political reforms since Mao's death. Grade will be based on in-class written examinations, three papers, and section participation. No prior study of Chinese history is assumed.

120 Latin America: The Colonial Period

(HS G) H. Scott

TuTh 10:00-10:50 (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, 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

(HS G) A. Dausch

MW 10:10-11:00 (plus discussion)

Lecture and discussion course examining the creation of modern Latin America, concentrating on the 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.

131 Middle East History II

(HS G) J. Georgy

TuTh 2:30-3:20 (plus discussion)

Survey of the Middle East from 1500. For course purposes, the Middle East includes the territory from Algeria to Iran and from Turkey to the Arabian Peninsula. Course focuses on the political, economic, and intellectual trends that have shaped the Middle East as we know it. General topics include the Ottoman and Safavid Empires, the impact of European imperialism, the construction of nationalism, Zionism, Islamism, capitalism, the "Arab Spring" and how all of this impacts current events in this complex region.

150 U.S. History before 1876

(HS) A. Nash

TuTh 11:30-12:20 (plus discussion)

This overview of U.S. History takes 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.

151 U.S. History since 1876

(HS) D. Chard

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

This course introduces students to key themes in United States history from the late nineteenth century to the early twenty-first century. In particular, we will examine how war, migration, and struggles over race, gender, and industrial capitalism shaped modern American politics and society. We will also explore the United States' emergence as a global superpower and the implications of this development for world history. The course consists of weekly lectures, reading assignments, and discussion sections. Students will be evaluated on two Quizzes, a Take-Home Midterm Exam, a Take-Home Final Exam, a Film Analysis Paper, and participation in discussion sections.

181 The History of Science and Technology in the Western World, Part II

(HS) E. Redman

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

This sequel to History 180 surveys Western science and technology in their cultural context from the Scientific Revolution to the Cold War. The course introduces students to key scientific ideas of the modern age through the lens of social, political, and intellectual history. Important themes include the social organization of science, the creation of scientific spaces and sites for the production of scientific knowledge, and the role of technology in both science and the basic infrastructure of modern life. Course topics will vary widely, including subjects such as the Copernican view of the universe, Darwinian evolution in science and society, the quantum revolution in 20th century physics, and the Space Race. Readings will consist of primary and secondary sources; short research and response papers will be assigned. No prerequisites, although previous exposure to a course in modern European or American history is helpful.

200 New Approaches to History “The United States and International Terrorism”

(HS) D. Chard

TuTh 11:30-12:45

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

241 Irish Experience

(HS) L McNeil

TuTh 10:00-11:15

Lecture. This course will examine the economic, political and social developments in Ireland, from the Act of Union to “the Troubles” in Northern Ireland. In particular we will focus on the divisive issues of land ownership, religious sectarianism and the articulation of a national identity as we chart Ireland’s progress towards independence. We will also discuss Irish emigration to America, and the influence of Irish-American nationalism on Irish political movements.

242H American Family in Historical Perspectives (Honors)

(HS U) M. Yoder

TuTh 2:30-3:45

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

253H Asian Pacific American History: 1850- Present (Honors)

(HSU) R. Chu

TuTh 1:00-2:15

Ever wonder what groups constitute the Asian American communities in the state of Massachusetts, especially in Western Massachusetts, and what they are doing to empower and help themselves? This course combines the methods of historical inquiry and civic engagement, and is designed for students who are willing to learn more about Asian Americans both inside and outside the classroom. In the first half of the course, students will learn about the general history of specific Asian subgroups (e.g. Chinese, Korean, Indian, Japanese, Cambodian, Vietnamese, etc). In the second half of the course, students will be introduced to concepts of community engagement, and apply these in their interactions with different community organizations around Western Massachusetts. Course requirements include three weekend trips (lasting 3 - 4 hours per trip) to community events and a final group report that will involve community visitations and/or interviews) on the different Asian subgroups found in the Pioneer Valley/Western Massachusetts, and focusing on topics such as the immigration history of a particular ethnic group to the area; community needs and issues; and other such topics related to civic engagement.

280 History of Baseball

(HS) J. Wolfe

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

This lecture course examines the history of baseball from its earliest days as a game for young men in New York City in the mid-19th century to the present and its professional leagues in the United States and elsewhere in the world. The class studies the rise of sport as a leisure activity and then industry, the creation of the major leagues, the racial integration of baseball, the rise of free agency, and the steroid era and beyond.

297P Palestine, 1948

A. Confino

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

This course explores the war of 1948 in Palestine from the UN partition resolution of November 29, 1947 to the cease-fire agreements in early 1949. It has two narratives. The first thread of the course focuses on the voices of Jewish, Palestinians, and British contemporaries taken from diaries and letters from the period. We seek to capture the human element in this event, marked by such different outcomes as redemption and catastrophe, while telling a story of commingled Jewish and Palestinian histories. The second narrative places 1948 in Palestine in global perspective of decolonization, partitions, and forced migrations in the post-1945 world, as well as in an international history of self-determination, minority rights, and the emerging post-1945 world order. We combine then the local and the global.

297S History of College Sports

J. Lombardi

Tuesdays 4:00-6:30

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

297U Migration, Displacement, and Exile: A History of Refugee Politics

A. Dausch

TuTh 2:30-3:45

This course surveys major refugee crises of the past 75 years to provide a historical backdrop for understanding contemporary challenges surrounding refugees from war, environmental collapse, economy, and politics. Starting with the massive displacement of 40 million Europeans resulting from WWII and the establishment of the U.N. High Commission on Refugees, we will examine causes, popular responses, policy proposals, and outcomes of previous crises involving decolonization in Africa and Asia, the break-up of the Soviet Union, and war in the Middle East. Attention will also be given to migrant and exile communities and how these communities exert a transnational political influence.

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

308 French Revolution

J. Heuer

MW 2:30-3:45

The French Revolution provided a model for democratic political reform throughout the world, spreading new ideas about social equality, national identity, and rights for women, slaves, religious minorities, and other oppressed groups. Yet revolutionaries also killed thousands of people in the name of change. We will examine both the attempts to create a new, more just society and the spiraling violence against internal and external enemies, from the symbolic storming of the Bastille prison to Napoleon's rise and fall as Emperor. We will look closely not only at events in France itself, but also in Haiti and other French colonies in the Caribbean.

315 Russian Empire

A.Altstadt

TuTh 10:00-11:15

Lecture. A survey of Russian History from its origins to the revolution of February 1917. Major themes: Russia's growth and centralization; cultural and political interaction with its neighbors including the Byzantine Empire, Tatars, Poland, and Western Europe; Russia's identity as an empire and the identities of major nationalities in the empire; and the rise, success, and decline of absolute, centralized monarchy. We will read primary sources as well as a major textbook and shorter scholarly works. Grading will be based on participation, exams and a short paper.

323 Modern Germany

(HS) A. Donson

MW 2:30-3:45

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.

331 English History 1688-present

B. Levy

MWF 1:25-2:15

This course covers England with some discussion of Scotland and Ireland from the Glorious Revolution through the Second World War. Topics covered include English empire, American Revolution, growth of consumer culture, end of slave trade, Augustan political ideas, refinement and culture, penal system, industrial revolution, gender and social order, response to French Revolution, Methodism and religion, and growth of democracy, upper class education, and the rise and fall of British Empire. Several paperbacks will be assigned, additional primary sources. Requirements include at least two papers (4-7 pages).

342 Civilization of Islam II

J. Georgy

TuTh 11:30-12:45

Today, there are more than 1.5 billion Muslims on Earth - living across Asia, Africa, Europe, the Americas and elsewhere. Given this vast diversity of peoples, contexts and experiences, is it appropriate or even possible to speak of a distinctive "civilization of Islam"? We will critically engage this and other theoretical questions throughout the course of the semester. At the same time, there is no question that the Islamic patrimony is rich and multifaceted, and Muslims (and others) continue to engage this legacy as they confront present challenges and envision possible futures. In this course, we will do our best to "hear" the voices of some of those who have shared in this pursuit, mainly over the past two centuries. All primary literature will be in English or translated into English, and films will be subtitled."

347 Traditional Japan

G. Washington

TuTh 1:00-2:15

This course traces the history of Japan from the distant past through the centralization and prosperity of the Tokugawa period (1600-1868). It will focus on social, political, cultural, and religious history and will place familiar figures like the Japanese samurai, sumo wrestler, geisha, haiku poet, and Buddhist monk in their proper historical context. Through a variety of primary sources, from the performance piece to the autobiography to the legal edict, as well as a textbook, students will learn about the diversity, constant reinvention, conflict, and harmony that characterized traditional Japan.

354 History of Mexico

A. Dausch

MW 2:30-3:45

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

360 Early American History

B. Levy

MWF 10:10-11:00

This course is about the complex and varied forces, which combined to create the British North American Colonies. (The evolution of New England, Middle, and Southern Colonies, including West Indies, from early beginnings to maturity in the 1760s.) The focus will be on English, youth and how they interacted with their new environment and with African and Amerindian youth. Not surprisingly, settling a “wilderness” and/or snatching land from Amerindians and supervising and terrorizing African captives is a young person’s game. Why did they do it and how and what were the consequences? Previous American history survey course is helpful but not required. Several paperbacks, primary sources Requirements include at least two papers (4 to 7 pages).

383 American Environment

(HS) D. Glassberg

TuTh 10:00-11:15

This four-credit upper level general education course examines the history of the interaction of humans with the natural environment of North America since European settlement. We will examine how Americans acted to shape their environment over the past four centuries, as well as how they perceived the environment. The fundamental premise of the course is that how Americans have acted to shape their environment has been a consequence of their perceptions. The course is designed to help you think about the connections between past and present environmental circumstances, as well as to help you practice essential skills that will serve you well in other courses and in life after UMass. Among these skills are obtaining and critically evaluating information from a variety of sources, including lectures, maps, printed documents, works of art, and the landscape itself, and presenting that information effectively both orally and in writing.

385 Modern Boston

(HSU) J. de Chantal

MW 2:30-3:20 (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.

387 Holocaust

(HS) A. Donson

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

Lecture. This course explores the causes and consequences of what was arguably the most horrific event in all of history. Topics include both the long-term origins of the Holocaust in European racism and anti-Semitism and the more immediate origins in the dynamics of the Nazi state and the war against the Soviet Union. Particular attention will be given to debates and controversies, including the motivations of German and non-German perpetrators, bystanders, and collaborations, the place of the Jews and non-Jews in Holocaust historiography, the continuities of racism and genocide and their comparability, and the consequences of the Holocaust for memory and world politics.

389 US Women's History

(HS U) L. Lovett

TuTh 1:00-1:50 (plus discussion)

This class examines the historical significance of social, cultural, and political roles played by women in the U.S. since 1890. The historical basis of inequalities of power created by intersections of race, class, gender, and sexuality, as well as social movements that challenged these inequalities will be of special interest to us. With a focus on primary sources, modernity vs. tradition, the politics of motherhood, and the historical search for sisterhood are among the themes we will consider in the course. Student evaluation will be based on class participation, writing assignments, and a group oral history project.

390E Imperial America: US and World, 1893-now

(HS) C. Appy

MW 9:05-9:55 (plus discussion)

This course examines the assertion of U.S. power from the conquest of the Philippines to the "global war on terror." What are the causes and consequences of America's cultural, political, military, and economic empire? Has the U.S. been a force for democracy and freedom, as its leaders have claimed, or has it more often acted in opposition to self-determination and human rights?

391PL Plymouth 1620: Rethinking 400 Years of History

A. Nash

TuTh 2:30-3:45

In 2020, Massachusetts will commemorate the landing of the Mayflower in 1620, framing it as an event of local, national and even global significance. The first part of the course will contextualize the events of 1620, starting with the deep history of Patuxet (the Wampanoag name for the place that became Plymouth) and Indigenous peoples in New England before contact; continuing to the European histories that launched the Mayflower and its passengers; and examining consequent events through the seventeenth century. The second part of the course will consider how this history has been told, taught, (mis)represented, forgotten, or commemorated by later generations, including "The First Thanksgiving Myth," pageants, monuments, associations such as the Mayflower Society, the "Day of Mourning" protests that complicate the narrative, and the ongoing process of planning and discussion that is happening now, as we plan for 2020. Course requirements include research in primary sources, heavy reading in secondary sources, a series of short papers, class presentations, and a substantive final project.

392AH A Poisoned Well: Ancient Heritage and Modern Racism

J. Moralee

TuTh 1:00-2:15

Ancient Greeks and Romans thought about the world and its inhabitants in racialized categories. Climate, diet, bloodlines, and other factors supposedly made some peoples inherently superior and others immutably inferior. The writings and assumptions behind this racialized thinking were taken up and used by European intellectuals from the Renaissance forward, becoming a poisoned well that informed the formation of racist ideologies, regimes, and policies in twentieth century. This seminar explores the entanglement between ancient racialized thinking and modern expressions of racism—and even resistance against racism. We will explore this topic by reading recent books, articles, and media reports on the following topics: ancient strategies of othering, the encounter between Europeans and indigenous peoples in the New World, the valorization of Greek and Roman texts and artifacts in colonial Algeria and Nazi Germany, and the use of Greek and Roman imagery in contemporary ethno-nationalist movements in Europe and the United States.

392E The US in Latin America

J. Wolfe

MW 2:30-3:45

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

394AI Age of the Crusades

(IE) A. Broadbridge

MWF 11:15-12:05

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

394CI Ideas that Changed History

(IE) D. Gordon

TuTh 2:30-3:45

This class is about

1. Ideas that have changed the discipline of history. For example: Marxism, the Linguistic Turn, Women's History.
2. Ideas that have changed the larger flow of history. For example: Marxism (again), the idea of progress, the idea of revolution, the idea of tradition.
3. Ideas that have changed you, the student, and your relationship to history.

This is an Integrative Experience Gen Ed class and will combine academic, personal, and professional goals. Readings will come from the philosophy of history but students will also be challenged to integrate reading they have done in previous Gen Ed and history classes into their work.

394TI Mongol and Turkish Empire

(IE) A. Broadbridge

MWF 10:10-11:00

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

397AR Reconstruction and Reunion 1863-1898

S. Cornell

TuTh 10:00-11:15

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

397D Women & Colonial Rule in Africa

J. Bowman

TuTh 10:00-11:15

This seminar will examine African women during the colonial period. We will read historical essays, novels, as well as short stories. The major themes that we will discuss include: the impact of colonialism, Christianity, western education, urbanization and other forces of “modernization”. We will also discuss some of the most pressing issues facing African women today. Our examination will focus on women in several countries including Nigeria, Senegal, Kenya and South Africa.

397GS Global History of Sport

B. Bunk

MW 2:30-3:45

The Global history of Sport is devoted to the modern history of international sport. The course examines the ways that sport has influenced and been influenced by important social, political, and economic institutions or ideologies. Class material will address the emergence of international sporting institutions and tournaments such as the Olympic games and the World Cup while also examining several individual case studies including baseball and soccer. Students analyze historically important events, developments, and processes as a way of gaining an awareness of and appreciation for an historical perspective. The readings of the course include a variety of primary and secondary sources in order to better analyze and understand the diversity of global norms and values and the way they change over time. The course work emphasizes the development of critical thinking and writing skills and assignments include short essays, exams and digital projects.

397JL Social Justice Lawyering

J. Nye

Th 2:30-5:00

From fighting Jim Crow segregation to challenging the recent Muslim travel ban, judicial review has historically been used as a strategy to reign-in executive and legislative over-reach and protect Constitutional rights. This course will examine how lawyers, social movements, and everyday people have used litigation to advocate for social justice in the United States. Through reading in-depth studies of important civil and criminal cases, we will explore such questions as: What is the history of social justice lawyering in the United States and how, why and when have social movements turned to litigation to advance their causes? What are the pros and cons of using litigation to achieve social justice, versus other tools like direct action, lobbying for political change, and community organizing? How effective is litigation in achieving the goals originally envisioned by lawyers, activists, and litigants? How have lawyers constrained or expanded the vision of social justice movements? What dilemmas do lawyers, who are ethically bound to zealously advocate for the interests of individual clients, face when they are additionally interested in advancing "a cause"? Cases explored may include issues such as civil rights, women's rights, free speech, LGBT/Queer rights, disability rights, environmental justice, criminal justice, poverty and people's lawyering, immigration rights, and the rise of conservative social movement lawyering. Prior law-related coursework helpful, but not required.

397LA Environmental History of Latin America

H. Scott

TuTh 2:30-3:45

This course explores varied themes in the environmental history of Latin America. Beginning with the Pre-Columbian era, the course moves on to examine the intertwining of environmental, social, and cultural transformations brought about by the European colonization of the Americas, and finally the environmental and related social repercussions of the emergence of modernity, urbanization, and industrialization in the era of independence. The course focuses not only on environmental change, its causes and social repercussions, but also on examining cultural attitudes and ideas towards the environment and the changes that these ideas have undergone at different phases in Latin America's history.

397REH Race, Sex and Empire: India and Britain (Honors)

P. Srivastava

TuTh 10:00-11:15

Imperialism cannot be understood merely as an economic-military-territorial system of control and exploitation. Cultural domination is integral to any sustained system of global exploitation. Focusing on cultural aspects of imperialism, this course explores the racial and sexual politics of British Empire in India from the late eighteenth to early twentieth century. Using a combination of primary and secondary sources as well as visual and literary material, we will examine how socially constructed racial and gendered hierarchies, and myths about the sexual practices of colonized people were linked to the pursuit and maintenance of imperial rule over India. We will analyze key scholarly perspectives on the following: forms of colonial knowledge, gender and social reforms, colonial masculinities, regulation of sexual behavior and prostitution, and the varying roles of colonial institutions, popular discourses, and cultural artifacts in producing racial and sexual stereotypes and in creating distinctions between the colonizers and the colonized.

397RR History of Reproductive Rights Law

J. Nye

TuTh 10:00-11:15

This course will explore the history of reproductive rights law in the United States, centering the reading of statutes, court decisions, amicus briefs, and law review articles. We will look at the progression of cases and legal reasoning involving a wide variety of reproductive rights issues, including forced sterilization, contraception, abortion, forced pregnancy/c-sections, policing pregnancy (through welfare law, employment policies and criminal law), and reproductive technologies. We will pay particular attention to how differently situated women were/are treated differently by the law, particularly on the basis of age, class, race, sexual orientation, and ability. We will also examine the role lawyers have historically played in advancing (or constraining) the goals of the reproductive rights movement(s) and explore the effectiveness of litigation as a strategy to secure these rights. Finally, we will consider the question of reproductive rights versus reproductive justice and whether reproductive justice can be obtained through advocating for reproductive rights.

397SC Sex and the Supreme Court

J. Nye

Tu 2:30-5:00

This course focuses on the U.S. Supreme Court and its rulings regarding sex and sexuality. What has the Court said about what type of sexual activity or sexual relationships are constitutionally protected and how and why has this changed over time? What is or should be the Court's role in weighing in on these most intimate issues? We will examine several hot button issues such as reproduction (sterilization/contraception/abortion); marriage (polygamous/interracial/same sex); pornography/obscenity; sodomy; sexual assault on college campuses; and sex education in public schools. We will consider how the Court and advocates framed these issues, used or misused historical evidence, and how the argument and/or evidence changed depending on the audience (i.e. the Court or the general public). Students will write several short argumentative essays, learn how to read and brief Supreme Court cases, and present an oral argument based on one of their argumentative essays. Prior law-related coursework is helpful, but not required.

397ST Science, Technology and War in 20th Century US & Europe

E. Redman

MWF 1:25-2:15

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

397TF What is on your plate? A transnational History of food in North America

J. de Chantal

MW 4:00-5:15

Have you ever looked at your plate and wondered where the different foods came from? Have you ever wondered when Americans began to love chocolate, bananas, or sushi? In this course, we will explore a transnational history of food, beginning with the Natives of North America prior to European contact and ending with the processed boxed meals found on our supermarket shelves today. We will look at the ways in which our food systems developed, how they were influenced by immigration and intra-continental movements, and how the American food systems changed food worldwide. As we examine the cultural, political, and economic dimensions of food, we will analyze how food production, distribution, preparation, and consumption are shaped by race, gender, policies, marketing, as well as agricultural and labor practices. Finally, we will explore food activism, vegetarianism and veganism, and the development of diet fads. In this course, you will trace your family's culinary history, cook an old recipe or two, and will work with UMass archives extensive collection of old cookbooks.

398A Practicum – Career Development for History Majors

M. Roblee

Tu 5:30PM - 6:20PM

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

491EM Emotions, Violence, Memory

A. Confino

Wednesdays 2:30-5:00

This seminar for graduate students and advanced undergraduates explores the relations among three key topics in recent historical writing: how the notions of emotions, violence, and memory have been used by historians in terms of method, theory, and interpretation in order to gain access to people in the past, and, especially, in what way their commingling opens up new possibilities of historical writing. Our focus is on the notions of memory and emotions, while our reading will be mostly depicting violent historical cases—from witch hunt in Baroque Germany, to modern wars, civil wars, and genocides—where historians applied these notions. We shall analyze a broad range of topics, across continents and periods.

492H Witchcraft, Magic & Science (Honors)

B. Ogilvie

TuTh 10:00-11:15

The foundations of modern science and scientific method were laid in the Scientific Revolution of the late sixteenth and seventeenth century. This period would be seen as a golden age by the philosophers of the eighteenth-century Enlightenment and the founders of the history of science in the twentieth century. Yet the period from 1550 to 1650 also saw widespread interest in occult powers and natural magic, and it was the height of the "witch craze" in Europe, a period in which about fifty thousand Europeans, most of them women, were tried and executed for the crime of diabolical witchcraft. Are these trends contradictory or complementary? Historians have disagreed vehemently about whether the Scientific Revolution, a triumph of rational thought, was opposed to the Renaissance interest in the occult, demonology, natural magic, and witchcraft, or whether these aspects were part and parcel of the intense study of the natural world that characterized early modern science. For example, Isaac Newton was both the founder of modern physics and a dedicated alchemical adept. Were these aspects of his life compatible? Or did they coexist in an uneasy tension, reflected in the fact that Newton never published his alchemical writings? This course will address these questions on the basis of intensive study of the primary sources and selected readings from modern historians of science, European culture, and occult knowledge. Though our focus will be on early modern Europe, we will look to the High Middle Ages for the origins of many European concepts of demonic and occult powers and the origins of modern notions of scientific explanation. On the most fundamental level, this course is about the history of reason and rationality: what did it mean to approach a problem reasonably, and what - if anything - did modern science add to the ways in which human beings justify their claims to know something?

492S History of Science Activism

S. Schmalzer

Th 2:30-5:00

This course will examine the history of social and political movements on issues related to science, technology, and medicine. Examples include movements for organic agriculture, against nuclear energy, promoting science literacy, opposing genetic determinism, for climate justice, and much more. We will adopt an interdisciplinary approach to explore the different forms science activism has taken - from intellectual debates, to professional movements of practicing scientists, to state-directed campaigns, to grassroots community organizing - and the different historical contexts in which they have emerged.

498F Thesis Writing Forum

J. Moralee

Time to be announced

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

HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Monsters, Foreigners - Outsiders in Antiquity - The Middle Ages

A. Taylor

TuTh 1:00-2:15

Idealized and despised, outsiders, both real and imagined, define a society through negative and positive examples. We will examine numerous primary sources including Babylonian epic, Greek tragedies, paintings, sculpture, histories, geographies, saints' lives, theology, Viking poems, manuscript illumination, Arthurian legends, and witch-hunting manuals. By placing our sources in their historical contexts, we will examine the ways that a society represents and uses its outsiders. The structure of the class will be roughly chronological beginning in the Ancient Near East and continuing through the Classical world, and medieval Europe, but will also proceed thematically to examine different kinds of outsiders. The subjects of our inquiry will be the fantastic--monsters, zombies, revenants, wild men--but we will also consider the related representations of real peripheral groups and individuals including Jews, Muslims, saints, heretics, and those accused of witchcraft.

Must not have taken History 595M.

450:03 Race, Religion & Nation/ East Asia

G. Washington

TuTh 2:30-3:45

What roles has religion played in defining national and racial identity in East Asia? Come examine the arrival, development, and impacts of religions and religious institutions in the formation of ideas about race in East Asia. Our topics will range from the European Society of Jesus in the 16th and 17th centuries to American and German missionaries in the 19th century East Asia to colonized Korea's experience with Japanese Shinto, Japanese Protestantism, and American Protestantism to China's Muslim minority. We will use excerpts from historical textbooks, diaries, newspapers, journals, magazines, scholarly articles and novels to examine the racial contours and the intellectual and cultural repercussions of these cross-cultural encounters. The course is

specifically designed to equip students with the tools necessary to prepare and execute a short research-based history paper. Must not have taken History 593RR.

450:04 Experience of Civil War

S. Cornell

TuTh 1:00-2:15

This junior seminar will examine how various groups of people experienced the Civil War differently, including Union and Confederate soldiers, women and children on the battlefield and the home front, fugitive slaves and newly freed people in contraband camps, the Union army, and in Confederate territory. Students are required to write weekly in different genres, such as book review for a popular audience, an academic book review, historical fiction, a blog entry, and an opinion piece. Students will complete a 15-25-page research paper based on original research using primary sources from local or online archives and published collections. We will also engage in peer review, with students commenting on drafts of each other's work as well as giving a conference-style presentation. Must not have taken History 591CW.

450:05 Putin: The Man and his Methods

A. Altstadt

TuTh 1:00-2:15

Vladimir Putin, Russian president is the object of hatred and adoration at home and in the West. This writing seminar is designed to allow us to explore recent books on Putin and Putin's Russia and to hone our own writing methods. Among the course readings will be at least one biography (Masha Gesen, *Man with No Face*) and books that describe such Putin methods as information manipulation (e.g. Peter Pomerantzev *Everything is False and Anything is Possible*). We will also explore several non-academic writers' methods of writing and work on these styles through short and long paper drafts with the idea that most college graduates will enter professions where non-academic writing styles are most useful. Grading will be based on participation and on writing projects related to the seminar topic, Putin and Putin's Russia.

HISTORY MAJOR AREAS OF STUDY

- Africa
 - 297U Migration, Displacement & Exile: A History of Refugee Politics
 - 342 Civilization of Islam II
 - 394AI Age of the Crusades
 - 397D Women & Colonial Rule in Africa
- Ancient World
 - 100 Western Thought to 1600
 - 392AH Race & Ethnicity/Ancient World
 - 394AI Age of the Crusades
 - 394TI Mongol and Turkish Empire
 - 450:01 Monsters, Foreigners - Outsiders in Antiquity - The Middle Ages
 - 492H Witchcraft, Magic & Science
- Asia
 - 115 China: 1600-Present
 - 253 Asian Pacific American History: 1850-Present
 - 346 Twentieth-Century China
 - 347 Traditional Japan
 - 397RE Race, Sex and Empire: India and Britain
 - 450:03 Race, Religion & Nation/ East Asia
- Europe
 - 100 Western Thought to 1600
 - 101 Western Thought since 1600
 - 181 History of Science & Technology in the Western World, II
 - 241 Irish Experience
 - 297U Migration, Displacement, and Exile: A History of Refugee Polit
 - 308 French Revolution
 - 315 Russian Empire
 - 323 Modern Germany
 - 331 English History 1688-present 342
 - 387 Holocaust
 - 394AI Age of the Crusades
 - 394CI Ideas that Changed History
 - 397ST Science, Technology and War in 20th Century US & Europe
 - 450:01 Monsters, Foreigners - Outsiders in Antiquity - The Middle Ages
 - 450:05 Putin
 - 492H Witchcraft, Magic & Science
 - 492S History of Science Activism
- Latin America
 - 120 Latin Am: Colonial Period
 - 121 Modern Latin America
 - 354 History of Mexico
 - 392E The US in Latin America
 - 397LA Environmental History of Latin America
- Middle East
 - 131 Middle East History II
 - 297P Palestine, 1948
 - 297U Migration, Displacement, and Exile: A History of Refugee Politics
 - 342 Civilization of Islam II
 - 394AI Age of the Crusades
 - 394TI Mongol and Turkish Empire
- United States
 - 150 U.S. History to 1876
 - 151 US History since 1876
 - 181 History of Science II
 - 200 New Approaches to History-US and International Terrorism
 - 242H American Family in Historical Perspectives
 - 253 Asian Pacific American History
 - 280 History of Baseball
 - 297S History of College Sports
 - 360 Early American History
 - 385 Modern Boston
 - 389 US Women's History
 - 390E Imperial America: US & World
 - 391PL Plymouth 1620: Rethinking 400 Years
 - 392E US in Latin America
 - 394CI Ideas that Changed History
 - 397AR Reconstruction and Reunion
 - 397 JL Social Justice Lawyering
 - 397RR History of Reproductive Rights
 - 397SCH Sex and Supreme Court
 - 397ST Science, Technology and War in 20th Century US & Europe
 - 397TF What is on your plate?
 - 450:04 Experiences of Civil War
 - 492S History of Science Activism
- World History
 - 111 World History since 1500
 - 112H Intro to World Religions
 - 392AH Race & Ethnicity/Ancient World
 - 397GS Global History of Sport