
UNDERGRADUATE COURSE GUIDE
(Please see Spire for the most accurate course information)
FALL 2019

Courses that will satisfy the non-western requirement:

HIST 110 World History to 1500
HIST 112 Introduction to World Religions
HIST 116 History of Japan
HIST 117 Science and Society in Modern China
HIST 120 Latin America: The Colonial Period
HIST 121 Modern Latin America (Latin America: National Period)
HIST 130 Middle East History I
HIST 161 Africa Since 1500
HIST 220 Capitalism and Alternatives in Latin America
HIST 253H Asian-Pacific American History: 1850-Present
HIST 260 Power and Violence in South Africa
HIST 359 Modern Brazil
HIST 397MV Islamic Movements in History
HIST 491MMH Mass Migrations in the Middle East

Courses that will satisfy the pre-1500 requirement:

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

Courses that will satisfy the Integrated Experience (I.E.) General Education requirement:

HIST 394CI Ideas that Changed History
100 Western Thought to 1600  
(HS) D. Gordon  
MW 9:05-9:55 (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) TBA  
MW 12:20-1:10 (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, DG) 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  
(DG, I) J. Moralee  
MW 10:10-11:00 (plus discussion)  
Religions may have divine origins, but religious belief and practice, like everything else human, have their own histories. This course has three goals. First, we consider how the west came to understand and define religion. Second, we turn to the origins and development of some of the world’s major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Finally, we will consider the new religions of the twentieth century, the confrontations and conversations between different religions, and the processes and effects of secularization. We will examine not only religious belief but also ritual practice and the place of religion in today’s society. Understanding why we think about religion in the ways that we do, the history of religions, and issues of importance to the practice of religion today is a vital part of being a citizen of a democracy in this global age.
116 History of Japan  
(HS, DG) G. Washington  
TuTh 1:00-2:15 (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.

117 Science and Society in Modern China  
(HS, DG) S. Schmalzer  
MW 12:20-1:10 (plus discussion)  
Science has meant many things in modern Chinese history. It has been pursued as a force for sovereignty, enlightenment, civilization, modernity, economic development, social transformation, political liberation, state authority, democracy, populism, individual opportunity, international solidarity, global power, and more. This course will explore how science has shaped modern Chinese history and the roles played by scientists in supporting and challenging the state. It will also examine how specific social, cultural, and political contexts have shaped the practice and policy of science in China, and how the specific visions for science that have emerged there have influenced and inspired people within the country and around the world. Throughout the course, we will be attuned to the effects of power relations on the history of science in China, including the Chinese state’s geopolitical maneuverings in the contexts of colonialism and the Cold War, revolutionary challenges to ivory-tower elitism, and scientists’ struggles to find their voices within and against the state. (Gen. Ed. HS, DG)

120 Latin America: The Colonial Period  
(HS, DG) 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, DG) 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, DG) 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.

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.

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 Native American history, African American history, and women’s history.

161 Africa Since 1500  
(HS DG) 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, DU) 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) TBA  
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.

220 Capitalism and Alternatives in Latin America  
(HS, DG) K. Young  
TuTh 10:00-10:50 (plus discussion)  
Why have poverty and inequality proven so persistent in modern Latin American history? What strategies have people proposed to deal with these problems, and with what consequences? This course surveys the major periods in Latin American and Caribbean economic development, focusing on the last 150 years: the liberal export era of the late nineteenth and early twentieth centuries, the state-led industrialization efforts of the mid-twentieth century, experimentation with radical alternatives to capitalism in Cuba and elsewhere, the neoliberal reforms of the 1980s and after, and recent attempts to forge alternatives to neoliberalism. We'll look at the views of politicians, intellectuals, and businesspeople, but also at those of workers, women, indigenous people, migrants, and others typically marginalized in public debate. No prior experience with Latin American history or economics is necessary. (Gen. Ed. HS, DG)

242H American Family in Historical Perspectives (Honors)  
(HS, DU) 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)  
(HS DU) 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) J. Higginson  
MW 10:10-11:00 (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.

264 History of Health Care and Medicine in the United States  
( HS, DU) E. Redman  
TuTh 10:00-10:50 (plus discussion)  
This course investigates the social meaning of medicine, health care, and disease in the U.S. from 1600 to the present. Major topics will include: the evolution of beliefs about the body; medical and social responses to infectious and chronic disease; the rise of medical science and medical organizations; the development of medical technologies; and the role of public and government institutions in promoting health practices and disease treatments. To explore the human experience of medicine, readings will address the experience of being ill, the delivery of compassionate care, the nature of the relationship between practitioner and patient, and ethics. Throughout the semester, the class will link medicine to broad issues in American history by examining: 1. the effects of class, race, gender, age, sexual orientation, lifestyle, and geographic region on health and medical care. 2. cultural and religious diversity in medical expression. 3. the intersections of politics, science/technology, consumerism, social movements, industry, the economy, and health care. 4. the role of the marketplace in shaping professional identities, patient expectations, and outcomes. 5. the training of medical practitioners, their role, and image. 6. media and health activism as influencers in individual and public health. 7. the global nature and politics of disease and medicine. Course materials will include recent scholarly literature in the history of medicine, writings by physicians and patients, historical documents, films, websites, audio interviews, and artifact studies.
269 American War in Vietnam  
(HS) C. Appy  
MW 9:05-9:55 (plus discussion)  
Lecture with discussion sections. This multidisciplinary course examines the longest war in United States history—a twenty-one year failed attempt to defeat communist-led revolutionary nationalism in Vietnam. Through novels, memoirs, films, and histories we will explore the reasons for U.S. intervention in Vietnam, the key political and military decisions, the experiences of combatants and civilians on all sides, the war’s divisive political and moral controversies, the rise of an American antiwar movement, and the myths and legacies that have shaped postwar public memory.

275 The Craft of History  
D. Gordon  
TuTh 11:30-12:45  
This course provides history majors with an introduction to the philosophy of history, historical methodology, and general schools of historiography. We will consider how historians inside and outside the academy pose questions, and how they find, select, evaluate, interpret, and analyze evidence in order to propose answers to those questions. Finally, we will reflect as well upon questions about the purposes and goals of both studying and writing history.

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

317 Russian Revolution  
A. Altstadt  
TuTh 10:00-11:15  
This course examines events and ideas of Russia’s revolutionary period from circa 1900 to the revolutions of 1917 and then the mechanisms of establishing Soviet power until about 1921. We will include the history of intellectual and social trends that form the basis of later revolutions and consider the Russian Empire and the USSR as multinational empires in which the non-Russians at times had their own interpretations of socialist and nationalist thought. This course is slightly updated from the 100th anniversary course that was taught in Spring 2017 about the Bolshevik seizure of power in October/November 1917. Grades will be based on participation, exams and a short paper.

323 Modern German History  
(HS, DG) A. Donson  
TuTh 10:00-11:15  
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 on them.

358 Immigration & Migration in US History 1877-present  
J. Frone  
TuTh 1:00-2:15  
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.

361 American Revolution Era  
A. Siddique  
MW 4:00-5:15  
Between the 1740s and early 1800s, the structure of the Atlantic world was decisively remade through the transformation of thirteen North American colonies of the British empire into the new United States. Why did the American Revolution happen, what was it about, and what impact did it have on the structure and ideologies of state-formation in the Western world? This class will explore this question by tracing the deep and proximate origins of the American Revolution in the particular challenges of governing composite monarchies in the early modern world, and the outcome of the Seven Years' War; the events and progress of conflict in the British empire; and the consequences - political, ideological, and cultural - of the Revolution for the new United States, the British empire, and the rest of the world.

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.

364 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.

383 American Environmental History  
(HS) D. Glassberg  
TuTh 10:00-11:15  
Americans today are experiencing the effects of climate change, as well as urban sprawl, fracking, oil spills, mountains of trash, unsafe drinking water, unhealthy air, and the near-extinction of many of their favorite plants and animals. How did we get into this mess? How can we get out? This course examines the history of the interaction of humans with the natural environment of North America since European settlement. It will help you think about the connections between past and present environmental circumstances, as well as help you practice essential skills that will serve you well in other courses and in life after UMass, such as the ability to analyze information from a variety of sources, including lectures, maps, printed documents, works of art, and the landscape itself, and to organize and present that information effectively both orally and in writing. (Gen.Ed. HS)
389 US Women’s History since 1890
(HS, DU) L. Lovett
TuTh 5:30-6:45
Explores the relationship of women to the social, cultural, economic and political developments shaping American society from 1890 to the present. Examines women's paid and unpaid labor, family life and sexuality, feminist movements and women's consciousness; emphasis on how class, race, ethnicity, and sexual choice have affected women's historical experience. Sophomore level and above. (Gen.Ed. HS, DU)

391PL Plymouth 1620: Rethinking 400 Years of History
A. Nash
TuTh 1:00-2:15
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.

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

393C 1000 Years of Polish History
P. Dabrowski
TuTh 2:30-3:45
Students will become familiar with the broad outlines of Polish history from its beginnings in the medieval period through the collapse of communism in 1989 and beyond. Requirements include an in-class midterm and final examination as well as two written assignments: a 3-5 pp. primary source analysis and an 8-10 pp. book review.

393N Germany since 1945
J. Olsen
11:30-12:45
This course will offer a comparative study of East, West, and post-1990 united Germany. The course will explore the history and politics of contemporary Germany and look at the evolution of political and cultural life in the two German states and united Germany. Topics covered will include: the division of Germany; cultural life in East and West; popular protest movements; the environmental movement; coming to terms with the past; unification; immigration; and other related topics.
394CI Ideas that Changed History
(IE) E. Redman
TuTh 11:30-12:45
This course will explore a selection of ideas that change history, with a focus on scientific ideas that changed the course of science, history, and the way we think about the world. Topics will vary widely though primarily focused on US and European history from the Scientific Revolution to the present. This course will require significant reading of both secondary and primary source materials, and lectures will enrich and expand upon outside readings. By the end of the course students will be able to discuss many of the Big Ideas in science and be able to articulate the ways these ideas have shaped our history. This course fulfills the IE requirement for History majors.

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 short out of class response papers, two longer papers, one debate, quizzes, and participation.

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.

397WL Women and the Law: History of Sex & Gender Discrimination
J. Nye
TuTh 1:00-2:15
This course examines the legal status of women in the United States, focusing specifically on the 20th and 21st centuries. How has the law used gender, sex, sexuality, and race to legally enforce inequality between women and men (and among women)? We will examine the legal arguments feminists have used to advocate for legal change and how these arguments have changed over time, paying specific attention to debates about whether to make legal arguments based on formal equality, substantive equality, liberty, or privacy. We will also consider the pros and cons of using the law to advocate for social justice. Specific issues that may be covered include the civil and political participation of women (voting, jury service), employment discrimination, intimate relationships, reproduction, contraception and abortion, violence against women, women as criminal defendants, and women as law students, lawyers, and judges.
397U History of Youth in America
L. Lovett
TuTh 4:00-5:15
This course will explore the history of childhood and youth from the late nineteenth century to the present. We will examine the changing experiences of childhood and youth especially in light of industrialization, the rise of consumerism, and changes in the educational system. Special consideration will be given to youth movements and the role of children and youth in the civil rights movement and other forms of political activity. Reading will be drawn from primary and secondary sources.

397ZH History and its Publics (Honors)
TBA
TuTh 4:00-5:15
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.

491MMH Mass Migrations in the Middle East (Honors)
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 Uprisings. 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.
HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Travel Writing: Explorations into the History of the Middle East
K. Schwartz
MW 10:10-11:25
In this Junior Writing Seminar, we will explore major milestones in the history and historiography of the modern Middle East through travel writing, construed broadly as texts composed by authors on the move. We will use the vantage points of men and women from the region and beyond to examine Middle Eastern political and social history from circa 1800 to the present day. General topics include: the origins of the modern era, the rise of Western imperialism, new conceptions of political belonging, the formation of nation states, and the road to revolution. A priority of this course is to improve the quality of your writing through papers based on our study of these topics, and through regular and fun grammar drills. Towards this end, you will write several short papers and one term paper, and will workshop your drafts in class with me and with your classmates. Strengthen your ability to communicate effectively to readers, while learning about key moments in modern Middle East history and how they have been experienced by those who lived through them.

450:02 Race, Religion, and Nation in East Asia
G. Washington
TuTh 2:30-3:45
As their nations struggled to find their places in a new world order dominated by Western nations, East Asians saw the variety, visibility, and impacts of religion explode in their everyday lives. We need only think of the bulletproof Chinese Boxers who defied the Qing Dynasty and the entire Western world in 1900 or the hyper-patriotic, militaristic Emperor-worship cultivated by State Shinto in Japan. From European Jesuits in China to American Protestants in Japan to Japanese Buddhists in Korea to the place of religion in racial and national identity formation and state-building, religion has been a very big deal in modern East Asia over the past five centuries. To understand these developments, we will read from history monographs, academic journal articles, diaries, newspapers, and magazines that illustrate East Asian religious heterogeneity and its intellectual, socio-cultural, and political repercussions.

450:03 History Writing and Political Activism
S. Schmalzer
Mondays 2:30-5:00
This seminar will challenge the notion that good historical writing must be politically neutral. We will read different types of historical writing that pursue explicit political agendas or advocate for specific causes; and we will discuss how the authors manage (or fail) to take a stand while upholding rigorous standards of evidence and argument. Students will write several papers (including a short opinion piece, a historiographical essay, and a longer argument paper with primary sources) on a topic of political interest to themselves in a historical context they have previously studied or are currently studying. Success in the class will depend on the student's willingness to complete weekly assignments in a timely manner, recognition of the need for both political passion and scholarly responsibility, and ability to identify a promising topic and pursue it on a semi-independent basis (with guidance from the professor).

450:04 The Nuclear Age
C. Appy
Mondays 2:30-5:00
Through common readings, films, and a major individual research project, this Junior Writing Seminar explores U.S. nuclear history from the atomic bombing of Japan in 1945 to the Iran Nuclear Deal of 2015. Key topics include the nuclear arms race, the Cuban Missile Crisis, popular culture stories and movies about nuclear holocaust and its aftermath, and anti-nuclear activism from the world government movement of the 1940s to the nuclear abolition movement of recent decades.
HISTORY MAJOR AREAS OF STUDY

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

Asia
- 116 History of Japan
- 117 Science and Society in Modern China
- 253H Asian-Pacific American History: 1850-Present
- 450:02 Race, Religion, and Nation in East Asia

Europe
- 100 Western Thought to 1600
- 101 Western Thought since 1600
- 180 His of Science and Tech in the West World, II
- 317 Russian Revolution
- 323 Modern German History
- 391S Spanish Civil War
- 393C 1000 Years of Polish History
- 393N Germany since 1945

Latin America
- 120 Latin America: The Colonial Period
- 121 Modern Latin America
- 220 Capitalism and Alternatives in Latin America
- 359 Modern Brazil

Middle East
- 130 Middle East History I
- 397MV Islamic Movements in History
- 450:01 Travel Writing: Explorations into the History of the Middle East
- 491MMH Mass Migrations in the Middle East

United States
- 150 U.S. History to 1876
- 151 U.S. History since 1876
- 170 Indigenous Peoples of North America
- 242H American Family in Historical Perspectives
- 264 History of Health Care and Medicine in the US
- 358 Immigration & Migration US His 1877-present
- 363 Civil War Era
- 361 American Revolution Era
- 383 American Environmental History
- 389 US Women’s History since 1890
- 391PL Plymouth 1620: Rethinking 400 Years of History
- 397U History of Youth in America
- 397ZH History and its Publics

World History
- 110 World History to 1500
- 112 Introduction to World Religions

Law
- 397RL Rape Law: Gender, Race, (in) Justice
- 397WL Women and the Law

LGBT/Social Rights
- 364 History of U.S. Social Policy, Politics of Gender, Race, and Class