

# FALL 2020 HISTORY DEPARTMENT



**Mary Crehore Bedell and her traveling companions with their automobile at Yellowstone National Park, 1922.  
Note the various park entrance fee decals on the automobile's windshield and the AAA emblem on its grill.  
National Park Service photograph, possibly by George A. Grant: Negative Number 318.**

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

## **FALL 2020**

### Courses that will satisfy the non-western requirement:

HIST 110 World History to 1500  
HIST 112 Introduction to World Religions  
HIST116 History of Japan  
HIST 117 Science and Society in Modern China  
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 247 Empire, Race, and the Philippines  
HIST 250 Intro to South Asian History  
HIST 345 China in the 19<sup>th</sup> Century  
HIST 359 Modern Brazil  
HIST 397LM History of Shi'I Islam  
HIST 397REH Race, Sex, Empire: India and Britain  
HIST 415 Islamic Movements in History

### Courses the will satisfy the pre-1500 requirement:

HIST 100 Western Thought to 1600  
HIST 110 World History to 1500  
HIST 112 Introduction to World Religions  
HIST 130 Middle East History I  
HIST 180 History of Science and Technology in the Western World Part I  
HIST 397LM History of Shi'I Islam

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

HIST 394CI Ideas that Changed History  
HIST 394EI Human Rights and Energy in Eurasia

## **Thematic Concentrations**

In the fall semester of 2020 history majors have the option of embarking on a concentration in the following thematic areas:

### **1. Colonialism, Imperialism, and Nationalism**

#### **Courses available in fall 2020 include:**

- HIST 130 Middle East History II
- HIST 247 Empire, Race, and the Philippines
- HIST 316 History of USSR
- HIST 391PL Plymouth 1620: Rethinking 400 Years of History
- HIST 397REH Race, Sex, and Empire: India and Britain

### **2. Science, Technology, and Environment**

#### **Courses available in fall 2020 include:**

- HIST 117 Science and Society in Modern China
- HIST 180 History of Western Science and Technology I
- HIST 200 New Approaches to History
- HIST 264 History of Health Care and Medicine in the US
- HIST 450: National Parks

### 3. War and Revolution

#### Courses available in fall 2020 include:

- HIST 361 American Revolution Era
- HIST 363 Civil War Era
- HIST 290A African American History from Africa to the Civil War
- HIST 386 Survey of WWII

### 4. Cultural and Intellectual History

#### Courses available in fall 2020 include:

- HIST 100 Western Thought to 1600
- HIST 101 Western Thought since 1600
- Hist 112 Introduction to World Religions
- Hist 323 Modern Germany
- HIST 394CI Ideas that changed History
- Hist 415 Islamic Movements in History

### 5. Individualized Concentrations

These may be geographic/temporal (e.g. nineteenth-century Latin America) or thematic, or a combination of both. If you are interested in pursuing an individualized concentration, please make an appointment with the Undergraduate Program Director (Professor Heidi Scott) to discuss your idea.

In order to complete a concentration, you will need to take four approved courses during your undergraduate career as a history major. One course may, if you choose, be a 100-level course, and the other three courses should be 200-level and above. You may count at least one approved course that you took in past semesters, prior to declaring the concentration.

#### Why pursue a concentration?

A concentration provides valuable structure for planning a focused trajectory of study within the history major. In reflecting on the connections, differences, and even tensions or contradictions between the courses that count towards your chosen concentration, you will help to advance your skills in critical thinking. You will develop a stronger awareness of your own learning – an awareness that is of great value, among things, for crafting strong letters of application for internships, employment, and other opportunities beyond your academic studies.

When you pursue a concentration you will have access to a faculty advisor who is familiar with the relevant field and is available to help you select appropriate courses. In addition, you'll have the opportunity to be part of a community of students who share related interests. Each spring semester, a "lightning presentations" event will provide students with the opportunity to give a five-minute presentation on work they have completed for their concentration.

Once you have completed your four courses you will receive a certificate of completion from the Department of History. Please note that the concentration will not appear on your UMass transcript.

#### When should you begin a concentration?

Because you are required to take four courses it is important that you allow yourself sufficient time to complete them. You are strongly encouraged to embark on a concentration no later than the first semester of your junior year. Once you decide to pursue a concentration you should register your intent to do so with the Undergraduate Program Coordinator (Ms. Enjoli Pescheta) or the Undergraduate Program Director (Professor Heidi Scott). Once you have completed your concentration you'll need to declare it by filling out a brief form that should be submitted to the Undergraduate Program Coordinator.

**For additional details and to discuss questions you may have about the concentrations please contact Ms. Enjoli Pescheta ([undergraduate@history.umass.edu](mailto:undergraduate@history.umass.edu)) or Professor Scott ([hvscott@history.umass.edu](mailto:hvscott@history.umass.edu)).**

### **100 Western Thought to 1600**

**(HS) D. Gordon**

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

This lecture course focuses on major thinkers and schools of thought from ancient times through the age of the Reformation. Authors include: Homer, Plato, Aristotle, Old Testament, New Testament, Augustine, Aquinas, Christine de Pisan, Machiavelli, Leonardo da Vinci, and Montaigne. The course also covers the modern interpretations of certain older texts; for example, the debate in the 19th and 20th centuries about how to interpret particularly violent sections of the Old Testament.

### **101 Western Thought Since 1600**

**(HS) J. Heuer**

**MW 10:10-11:00 (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 9:05-9:55 (plus discussion)**

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 (HS,DG) 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 1:00-1:50 (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)

### **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.

### **141 European History 1815-Present**

**(HS) J. Olsen**

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

Industrialism, liberalism, socialism, the unifications of Italy and Germany, political and social change, imperialism, the Russian Revolution, the two world wars, and postwar trends. (Gen.Ed. HS)

### **150 U.S. History to 1876**

**(HS) S. Cornell**

**Sec 01: MW 11:15-12:05 (plus discussion)**

**Sec 02: MW 12:20-1:10 (plus discussion)**

This is a blended learning (mixed mode) course. Asynchronous lectures will be on-line and weekly discussion sections will meet face-to-face on campus. This HS general education course is a broad survey designed to introduce you to the major themes and events of early United States history. We will treat the early history of the United States as a story of migration, contact, and conflict. First, we will attend to the political and economic circumstances that brought people from different societies of North America, Africa and Europe into contact with one another, exploring the substances of these early encounters. Then we will trace the development of the United States into an independent nation-state, investigating the formation of its political and economic structures and various cultural and religious practices. We will conclude the course with a close examination of the factors that led to the US Civil War and evaluate the outcome of Reconstruction. Along the way, we will explore conflicts among various groups of historical actors: Native Americans and Europeans, Great Britain and the colonists, workers and capitalists, enslaved peoples and self-proclaimed masters, native-born white Americans and immigrants, Northerners and Southerners.

### **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 to the present day. 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

### **170H Indigenous Peoples of North America**

**(HS, DU) G. Aubert**

**TuTh 8:30-9:45**

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. **Open to Commonwealth Honors College students Only.**

### **180 The History of Science and Technology in the Western World, Part I**

**(HS) B. Ogilvie**

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

History 180 and its companion History 181 have two goals: first, to explore the ways in which science and technology have helped various Western societies make sense of, and manipulate, their worlds and themselves; and second, to appreciate how science and technology reflect their historical periods and contexts. History 180 explores the Greek fascination with modeling the cosmos and with the nature of formal scientific explanation; the assimilation and refinement of ancient Greek science in the Islamic world; the role of Scholasticism and the medieval university in the institutionalization of scientific thought; and the creation of a new quantitative framework of experience by Renaissance explorers, engineers, artisans, mathematicians, and natural philosophers. History 181, offered in the spring, covers the centuries from the Scientific Revolution to the Space Age. Both parts are designed to meet the University's requirements for General Education and Historical Studies by introducing you to subjects and perspectives you might not otherwise encounter, and by offering opportunities for the exercise of skills of reading, writing, and analysis. They should also open up a fascinating past and help us all become critically informed participants in and consumers of modern techno-science. There are no prerequisites, although some background in European history from antiquity to 1700 is a great help.

### **200 New Approaches to History: The Climate Emergency**

**(HS) H. Scott**

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

A human-induced climate emergency shapes the contemporary world, profoundly threatening the well-being and survival of human communities, in ways that are already being felt acutely by many people across the globe. The world faces an equally critical ecological catastrophe: the accelerating destruction and degradation of ecosystems through human activity and the mass extinction of nonhuman species and their communities. Drawing on case studies from around the world, this course explores the deeper history of this contemporary predicament, examining the processes – among them, the emergence of modern forms of colonialism, capitalism, and industrialization – that have been central to the creation this predicament. In doing so, the course asks the following questions: how can the study of the past help us tackle these challenges in the present? What kinds of approaches might historians adopt in studying the past in a time of climate and environmental crisis? What new forms of storytelling can historians adopt to help work towards a livable future? The course takes place in conjunction with the History Department's Feinberg Family Distinguished Lecture Series, and students are required to attend several of the series events as part of the course. Events feature historians and other

scholars, activists, artists, and also members of the wider public discussing the relevance of history to understanding and facing the climate and environmental emergency.

## **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.

## **247 Empire, Race, and the Philippines**

**(HS, DG) R. Chu**

**TuTh 1:00-2:15**

This course compares the colonial legacies of Spain, Japan, and the United States in the Philippines while examining local reception, resistance, and negotiation of colonialism. (Gen.Ed. HS, DG)

## **250 Intro to South Asian History**

**(HS,DG) P. Srivastava**

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

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

## **264 History of Health Care and Medicine in the United States**

**(HS, DU) E. Hamilton**

**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.

### **275 The Craft of History**

**Sec 01: D. Gordon TuTh 11:30-12:45**

**Sec 02: G. Washington TuTh 2:30-3:45**

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.

### **290A African American History from Africa to the Civil War**

**(HS) M. Jirik**

**MW 2:30-3:45**

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

### **297WL 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.

### **298/UMASS 298 – INTERNSHIPS!!!**

For inquiries, email [internships@history.umass.edu](mailto: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

### **303 Later Middle Ages 1100-1350**

**A. Taylor**

**TuTh 11:30-12:45**

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

### **316 History of the U.S.S.R**

**A. Altstadt**

**TuTh 8:30-9:45**

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

### **323 Modern German History**

**(HS, DG) A. Donson**

**TuTh 8:30-9:45**

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

### **345 China in the 19<sup>th</sup> Century**

**S. Platt**

**TuTh 1:00-2:15**

The rise and spectacular fall of China's last dynasty, the Qing (1644-1911), with particular emphasis on the social, economic, intellectual and military forces that transformed China from an empire into a modern nation in the decades leading up to the 1911 Revolution. Our subjects will include secret societies, restoration scholars, gunboat diplomacy, imperial decadence, new-text Confucian visions, clandestine missionaries, treaty-port translators and student revolutionaries. No prior exposure to Chinese history is assumed.

### **349H Sex & Society in Modern Europe**

**J. Heuer**

**MW 4:00-5:15**

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

### **351 The Making of American Capitalism c., 1492-2020b**

**(HS DU) A. Siddique**

**TuTh 11:30-12:45**

**\*COMING SOON TO SPIRE\***

This course will explore the history of capitalism in the geographic expanse that became the nation-state of the United States of America from the origins of European colonization through the present day. How did the thing which we call 'capitalism' emerge as a system of governance in the American polity, and how did its contours change over the course of three centuries? And what is 'capitalism,' anyway? Applying historical knowledge to the analysis of a contemporary political-economic form, we will explore this question by examining the political, economic, legal, intellectual, and cultural history of the cluster of practices, structures, and social processes that came to constitute this system of governance in the United States of America, from the deep origins of human habitation and settlement on the continent that would eventually be called North America to the present day.

### **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**

**TuTh 10:00-11:15**

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**

This is an entirely on-line course. Content will be released and completed on a weekly basis, providing students with both flexibility and structure. The content includes rich, interactive media such as videos, songs, infographics, and e-learning activities, like polls and weekly class-wide discussion forums, as well as traditional components such as lectures and primary and secondary readings. There will be short weekly assessments, two four-page essays, and two exams. The course itself examines the social and cultural history U.S. Civil War Era. We will investigate the causes of the war, tracing the conflict between slave labor and free labor, the destruction of national political parties, and the rise of sectional political parties. We will also attend to other historical tensions, including those between northern capitalists and workers, conflicts between so-called masters and enslaved people, and conflicts between slaveowners and non-slaveholding southern whites. We will examine the social, political, and military history of the war itself. Then we will study the outcomes of the war, highlighting the conflicts over definitions of freedom in the postbellum period. Throughout the semester, we will reflect upon the ways in which the Civil War and its aftermath have been remembered and represented in history and popular culture. The course will conclude with an assessment of the legacies of the era. **NOTE WELL: This is not a course in military history.**

### **368 U.S. Between Wars**

**S. Redman**

**MW 2:30-3:45**

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

### **386 Survey of World War II**

**(HS) B. Bunk**

**MW 2:30-3:45**

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

### **389 US Women's History since 1890**

**(HS, DU) A. Broussan**

**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**

**G.Aubert**

**TuTh 4:00-5:15**

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.

### **394CI Ideas that Changed History**

**(IE) E. Hamilton**

**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.

### **394EI Human Rights & Energy in Eurasia**

**(IE) A. Altstadt**

**TuTh 11:30-12:45**

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

### **396W IS- Navigating Washington**

**R. LaRussa**

**Fri 9:00-11:00**

This independent study is designed to give students preliminary understanding of how history, politics, economics, and the legislative and administrative processes in Washington shape US public policy, and the impact this has on US international relations. Students will be asked to analyze the impact of recent international trade decisions by the Trump Administration, with a focus on what and who drove these decisions, both inside of Washington and out. The course will focus on events that are happening now, including how the politics of the mid-term congressional elections have shaped policy. In the process, students will discover who influences these policies and a range of potential career paths in this area. Open to Seniors, Juniors & Sophomores only. Apply for this competitive opportunity with a letter of interest, resume, unofficial transcript, an academic reference (i.e. contact info for a professor who knows your work), & a 3-5 page writing sample to Mark Roblee (mroblee@umass.edu)

### **397LM History of Shi'i Islam**

**H. Jorati**

**TuTh 4:00-5:15**

What do we know about Shi'i Islam? Who are the Shi'is and how are they different from other Islamic groups, and how did that come to be? What do we know about Shi'i societies in the past or present or about their beliefs and practices? Where are these societies located and how did they develop? From its inception to various steps of transformation and in its many manifestations in history and in the modern world, the many misrepresentations and misinformation have created a sense of mystery about this topic. This course does not aim at providing a final and definitive answer to the above questions or similar ones. Instead, we will together approach this topic methodically and critically and discuss various issues in light of the available information and in connection with the current discourse. This course offers a historical introduction to the development of Shi'i Islam, its doctrines and the societies that adhered to it, as well as how it developed through various periods.

### **397PP Premodern Plagues**

**A. Taylor**

**TuTh 2:30-3:45**

**\*COMING SOON TO SPIRE\***

Human civilizations have repeatedly weathered the onslaught of vicious and mystifying disease. This course will focus on a number of examples from the ancient and medieval western worlds, including the plagues that assailed fifth-century-BCE Athens, Late Antique Rome, and fourteenth-century Europe. We will consider how, in the absence of modern medical knowledge, individuals and societies struggled to understand the calamities, how they responded, and how they survived. We will look at how people coped with fear, loss, grief, and social upheaval. Further, we will consider how these experiences shaped their world views and transformed their culture and society, sometimes in surprising ways. At the end of the class, we will briefly consider modern outbreaks, especially the HIV epidemic. Finally, we will turn to works of speculative fiction that imagine modern societies in the wake of a global pandemic. Many of these works are dystopian, but some imagine more hopeful transformations that might occur in the aftermath of catastrophe. Our sources will include histories, letters, images, literary works, religious treatises, archaeology, and your own experiences. Grades will be based on discussion, homework, and a series of writing assignments.

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

**P. Srivastava**

**MW 4:00-5:15**

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.

### **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.

### **397SU Slavery and Universities: Past and Present**

**M. Jirik**

**MWF 11:15-12:05**

**\*COMING SOON TO SPIRE\***

This course examines the history of colleges and universities and their connections to the political economy of Atlantic slavery. Students will examine how the inception and evolution of American higher education was inextricably tied to the pocketbooks of slaveholders and slave traders as well as how colleges and universities directly benefited from the labor of enslaved people on campus or college-owned plantations. We will also cover how universities were tied to the project of settler colonialism and their relationship to Indigenous communities. The course will examine how the expansion of American higher education coincided with the spread of racial slavery in North America as well as how white scholars developed arguments that underpinned proslavery ideology and led to the emergence of the pseudoscientific field of racial science. Through readings, classroom discussion, assignments, and research, students will grapple with a number of questions such as why were colleges connected with slavery and colonialism? Who supported these connections? What were the political implications of proslavery and antislavery ideologies at colleges? What positions did students support and why? How did enslaved people impact this history? Central to the course will be studying this history's implications in our own time. We will examine how scholars, activists, and university communities are grappling with these histories today.

### **397ZH History and its Publics (Honors)**

**M. Roblee**

**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.

### **398A Practicum – Career Development for History Majors**

**H. Brinn**

**Wednesday 5:30-6:20**

This class is designed to help students prepare for life after the BA by acquiring important professional skills and perspectives. The class will explore a variety of subjects, including what qualifications history majors bring to the job market, the importance of internships and networking, customizing resumes and cover letters, job and internship search strategies, and interviewing skills. 2 credits P/F.

### **415 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.

### **492M History, Evidence, Memory: The Case of 1948 in Palestine/Israel**

**A. Confino**

**Wed 2:30-5:00**

This seminar explores the topics of historical evidence, reconstruction, and memory by focusing on one key event—the 1948 war in Palestine. We shall analyze how historians form their topics of study, which sources they use, and this choices change as a result of influences internal to the historical discipline as well as external to it, such as new cultural and political circumstances.

### **492TD Truth, Dissent, and the Life of Daniel Ellsberg**

**C. Appy**

**Tu 2:30-5:00**

This course, limited to advanced undergraduate and graduate students, is a master class in the art of narrative, non-fiction that explores Ellsberg's remarkable conversion from war planner to peace activist by drawing on his personal papers, recently acquired by the UMass archives. With class visits by prominent journalists and historians, students will work as a team to develop skills in research, oral history, and the creation of podcasts. Additional work includes assigned reading and writing on the history of the Vietnam War and nuclear weapons, Ellsberg's greatest concerns, and the legacy of dissent and whistleblowing exemplified by his decision to leak the top-secret Pentagon Papers in 1971. \*Instructor permission is required to enroll, please email [appy@history.umass.edu](mailto:appy@history.umass.edu) for more details\*

## **HISTORY 450: JUNIOR YEAR WRITING SEMINARS**

### **450:01 Biography**

**A. Donson**

**TuTh 1:00-2:15**

This course teaches students how to write biography using primary-source texts. Some students will use personal papers—letters, diaries, protocols, etc.—from archives held in the Special Collections Department at UMass and the Five Colleges. Others may use obituaries, newspaper articles, and various secondary sources. Students will write a substantial biography or a paper that places biographies in their historiographical contexts. Students will also create or update biographies on Wikipedia.

### **450:02 American National Parks: Nature and History**

**D. Glassberg**

**TuTh 2:30-3:45**



For nearly 150 years, national parks have been important places for Americans to learn about nature and history. Yet the ways that the national parks have preserved nature and history, and explained it to the public, have changed dramatically over that time. The social characteristics of who visits and works in the national parks has changed as well. Students in this Junior Writing Seminar will learn about the history of America's national parks, as well as research the ways that the visitors, workforce, and preservation and presentation of nature and history in one park have changed over time. Students enrolling in this course should be prepared to go on field trips and do independent research and writing.

### **450:03 China and the US**

**S. Platt**

**TuTh 2:30-3:45**

This writing seminar will explore cultural and political relations between China and the United States from the nineteenth century to the present. Readings will include travel narratives, missionary and diplomatic accounts, popular press coverage and other sources that bring to life what China has meant to Americans, and what America has meant to Chinese, over the course of the last two centuries. Short regular writing assignments will lead up to a longer research paper at the end of the course. (Must not have taken 592U)

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

**J. Fronc**

**TuTh 1:00-2:15**

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

## **HISTORY MAJOR AREAS OF STUDY**

### **Africa**

161 Africa since 1500

### **Asia**

116 History of Japan  
117 Science and Society in Modern China  
247 Empire, Race, and the Philippines  
250 Intro to South Asian History  
345 China in the 19<sup>th</sup> Century

### **Europe**

100 Western Thought to 1600  
101 Western Thought since 1600  
141 European History 1815 to Present  
180 His of Science and Tech in the West World, II  
316 History of the USSR  
323 Modern German History  
349H Sex & Society in Modern Europe

### **Latin America**

121 Modern Latin America  
220 Capitalism and Alternatives in Latin America  
359 Modern Brazil

### **Middle East**

130 Middle East History I  
397LM History of Shi'i Islam  
415 Islamic Movements in History  
492M History, Evidence, Memory: The Case of  
1948 in Palestine/Israel

### **United States**

150 U.S. History to 1876  
151 U.S. History since 1876  
170H Indigenous Peoples of North America  
242H American Family in Historical Perspectives  
264 History of Health Care and Medicine in the US  
290A African American History from Africa to the  
Civil War  
351 The Making of American Capitalism  
361 American Revolution Era  
363 Civil War Era  
368 US Between Wars  
386 Survey of WWII  
389 US Women's History since 1890  
391PL Plymouth 1620: Rethinking 400 Years of  
History  
397SU Slavery in Universities  
397ZH History and its Publics

### **Ancient World**

303 Later Middle Ages 1100-1350  
397PP Premodern Plagues

### **World History**

110 World History to 1500  
112 Introduction to World Religions

### **Law**

297WL Women and the Law  
396W Navigating Washington  
397RL Rape Law: Gender, Race, (in) Justice