SPRING 2019
HISTORY DEPARTMENT

UNDERGRADUATE COURSE GUIDE
(Please see Spire for the most accurate course information)
Courses that will satisfy the non-western requirement:

HIST 111 World History since 1500
HIST 112H Introduction to World Religions
HIST 131 Middle East History II
HIST 161 Africa Since 1500
HIST 281 The Global History of Soccer
HIST 354 History of Mexico
HIST 393EH Intellectual Origins of Colonialism
HIST 394AI Age of the Crusades
HIST 394TI Mongol & Turkish Empires
HIST 394RI Comparative Revolutions in the Modern Era
HIST 397LA Environmental History of Latin America
HIST 397TS Histories of the Transatlantic Slave Trade, 1444-1867
HIST 490MH Middle Eastern Metropolis
HIST 492M History, Evidence, Memory: The Case of 1948 in Palestine/Israel

Courses the will satisfy the pre-1500 requirement:

HIST 100 Western Thought to 1600
HIST 112H Introduction to World Religions
HIST 305 Renaissance and Reformation Europe
HIST 397AM Fall of Rome: The Roman Empire from Late Antiquity to the Early Middle Ages

Courses that will satisfy the Integrated Experience General Education requirement:

HIST 394AI Age of the Crusades
HIST 394CI Ideas that Changed History
HIST 394TI Mongol & Turkish Empires
HIST 394RI Comparative Revolutions in the Modern Era
100 Western Thought to 1600
( HS) D. Gordon
TuTh 10:00-10:50 (plus discussion)
This course examines landmark texts and ideas which have shaped European civilization. The course begins with the ancient Greeks and ends with the Protestant Reformation. Students will read Homer, Plato, The Hebrew Bible, The New Testament, the Koran, chivalric literature, and writings from the Renaissance and Reformation. In keeping with its title, the course is about ideas more than events but it also reveals how ideas have shaped major events. (Gen.Ed. HS)

101 Western Thought since 1600
( HS) J. Olsen
MW 11:15 – 12:05 (plus discussion)
Major historical developments from the beginning of secular state systems in the 17th century, with emphasis on Europe. Topics include the Scientific Revolution, Enlightenment, nationalism, socialism, diplomacy and war. Coverage extends to the declining role of Europe in world affairs since World War II. Traditional lecture with TBL format discussion sections. (Gen.Ed. HS)

111 World History since 1500
( HS, DG) B. Bunk
MW 12:20-1:10 (plus discussion)
The goal of the course is to understand the development of key aspects of world history from the late fifteenth to the late twentieth centuries. The course examines human interaction in specific situations developing through time, including the development of significant social, political, or economic institutions or ideologies. Students are exposed to historically important events, developments, or processes as a way of teaching them to understand the present and direct their futures as well as gain an awareness of and appreciation for an historical perspective. The readings of the course include a variety of primary and secondary sources in order to better analyze and understand the diversity of global norms and values and the way they change over time. The course work emphasizes the development of critical thinking and writing skills. Assignments may include exams, multiple written assignments and engagement with the course materials and topics. This course fulfills the non-western requirement for history majors and the historical studies and social and cultural diversity (HSDG) portion of the General Education program. Lecture and Discussion section, 4 credits.

112H Introduction to World Religions
( I, DG) S. Ware
MW 2:30-3:45
Focus on major world religions and their history, teachings, and role today in Islam, Judaism, and Christianity; the interrelations of religion and culture in the modern world. (Gen.Ed. I, DG) Open to Commonwealth Honors College students Only.

131 Middle East History II
( HS, DG) K. Schwartz
MW 10:10-11:00 (plus discussion)
Survey of social, political and cultural change in the Middle East from the rise of Islam with an emphasis on the development of the Ottoman Empire up to the present. Topics include the impact on the Middle East of the shift in world trade from the Mediterranean to the Atlantic; social, political, and cultural change; Ottoman and European relations; imperialism and revolution; World War I and the peace settlement; state formation; and the rise of nationalism and religious fundamentalism. (Gen.Ed. HS, DG)

150 US History to 1876
( HS) G. Aubert
MW 9:05-9:55 (plus discussion)
The development of social, political, economic, and intellectual life in the United States from Native American settlements to 1876. Topics include Puritanism, slavery and antislavery, Indian relations, religious reform as well as such events as the Revolution and Civil War. (Gen.Ed. HS)
151 US History since 1876  
(HS) S. Redman  
TuTh 11:30-12:20 (plus discussion)  
This course introduces students to key themes in United States history from the late nineteenth century to the early twenty-first century. In particular, we will examine how war, migration, and struggles over race, gender, and industrial capitalism shaped modern American politics and society. We will also explore the United States' emergence as a global superpower and the implications of this development for world history. (Gen. Ed. HS)

154 Social Change in the 1960s  
(HS, DU) A. Estepa  
MWF 11:15-12:05 or MWF 1:25-2:15  
Few periods in United States' history experienced as much change and turmoil as the "Long Sixties" (1954-1975), when powerful social movements overhauled American gender norms, restructured the Democratic and Republican parties, and abolished the South's racist "Jim Crow" regime. This course examines the movements that defined this era. We will explore the civil rights and Black Power movements; the student New Left and the antiwar movement; the women's and gay liberation movements; struggles for Asian American, Chicano/a, Native American, and Puerto Rican freedom; as well as the rise of conservatism. Throughout the semester, we will assess Sixties social movements' ideals, strategies, and achievements, and their ongoing influence upon U.S. politics, society, and culture. (Gen.Ed. HS, DU)

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

181 The History of Science and Technology in the Western World, Part II  
(HS) E. Redman  
MW 12:20-1:10 (plus discussion)  
This sequel to History 180 surveys Western science and technology in their cultural context from the Scientific Revolution to the Cold War. The course introduces students to key scientific ideas of the modern age through the lens of social, political, and intellectual history. Important themes include the social organization of science, the creation of scientific spaces and sites for the production of scientific knowledge, and the role of technology in both science and the basic infrastructure of modern life. Course topics will vary widely, including subjects such as the Copernican view of the universe, Darwinian evolution in science and society, the quantum revolution in 20th century physics, and the Space Race. Readings will consist of primary and secondary sources; short research and response papers will be assigned. No prerequisites, although previous exposure to a course in modern European or American history is helpful.

241 The Irish Experience  
(HS) L. McNeil  
TuTh 10:00-11:15  
This course will examine the economic, political and social developments in Ireland, from the Act of Union to "the Troubles" in Northern Ireland. In particular we will focus on the divisive issues of land ownership, religious sectarianism and the articulation of a national identity as we chart Ireland's progress towards independence. We will also discuss Irish emigration to America, and the influence of Irish-American nationalism on Irish political movements. (Gen. Ed. HS)
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.

264 History of Health Care and Medicine in the United States
(HS, DU) E. Redman
MW 2:30-3:45
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.

265H US LGBT & Queer History (Honors)
(HS, DU) J. Capó
TuTh 10:00-11:15
This honors course explores how queer individuals and members of the lesbian, gay, bisexual, and transgender (LGBT) communities have influenced the social, cultural, economic, and political landscape in United States history. With a focus on the nineteenth and twentieth centuries, the course covers topics such as the criminalization of same-sex sexual acts, cross-dressing, industrialization and urbanization, feminism, the construction of the homo/heterosexual binary, transsexuality, the Cold War and the "lavender scare," the homophile, gay liberation, and gay rights movements, HIV/AIDS, and immigration. We will often look to examples from the present to better explore change over time and the modes and influences that shape both current and past understandings of gender and sexual difference. This four-credit course fulfills both "HS"(i.e., Historical Studies) and "DU" (i.e. Diversity: United States) general education requirements. Open to Senior, Junior and Sophomore Commonwealth Honors College students only.

269 The 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
A. Confino
Thurs 2:30-5:00
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.

280 History of Baseball in America
(HS) J. Wolfe
MW 1:25-2:15 (plus discussion)
A view of American history from 1840-2010 through the eyes of our national pastime including labor battles between owners and players, famous Managers and Commissioners, legendary players and their accomplishments, struggles of minorities, women and immigrants, legislature and judicial involvement in baseball, and the Steroid era.

281 Global History of Soccer
(HS, DG) B. Bunk
MW 2:30-3:45
Soccer is without question the world’s most popular sport. Its impact reaches beyond entertainment to influence and reflect cultural values and identities, economic interests and power relationships between peoples and nation states. The course takes a historical approach by surveying important developments within the game and how they impacted people at the local, national and international level. Select case studies examine in detail the particular ways the sport has promoted and/or challenged significant global phenomena such as the expansion and resistance to imperialism and authoritarianism, the development of racial and national identities and gender relationships. Assignments may include exams, multiple written assignments and engagement with the course materials and topics. This course fulfills the historical studies and social and cultural diversity (HSDG) portion of the General Education program. Lecture, 4 credits.

297S History of Intercollegiate Sports
(HS) J. Lombardi
Mon 4:00-6:30
In this course we search for the structure and enduring organization of college sports. We look for the development of college athletics that produced yesterday and today highly paid coaches, great fan enthusiasm, endless national media attention, and the opportunity for scandal and corruption. We search for the organic link that has bound intercollegiate sports to American higher education for over a century. This requires knowledge about what we were and what we have become. It is much easier to learn about what we have become than it is to learn about what we were. In this class, we do both.

297SP Spies and Spying in History
A. Altstadt
TuTh 10:00-10:50 (plus discussion)
Covert information gathering seems glamorous, dangerous and effective. This is the spy novel and movie image. But is it real? In particular, is it actually effective and if so, when and why? In this course we will learn about spies and spying generally and examine in depth several specific cases of espionage, analysis and code-breaking, mostly from the 20th century. Our main question is whether the information collection was significant (even decisive) in military or political goals they were meant to aid. This course goes well beyond "cool spy stories" and grapples with historical-political context, case details and analysis. The course topics are mostly driven by cases in recent history, i.e. the 20th century. Each case involves slightly different issues such as war-time treatment of spies, professionalization of espionage, secrecy, technology, security versus privacy. You will be asked to look beyond "starting point" cases to see the wider picture. Students will be asked to consider themselves as learners as we go through the course and challenge stereotypes about spying, students' own expectations, and the way course reading, lectures, and analytical exercises shape learning.
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.

305 Renaissance and Reformation Europe
B. Ogilvie
TuTh 10:00-11:15
This course examines the history of Europe from the late fourteenth to the early seventeenth century. We will focus on cultural, intellectual, and religious history, including the Renaissance in literature and the arts, the Protestant and Catholic Reformations, and philosophical and scientific innovations. But we will also consider the political and social contexts of these developments, including the developing territorial state, the communications revolution brought about by printing, changes in patterns of manufacture and trade, and the beginnings of European overseas empires.

322 Modern France
J. Heuer
TuTh 4:00-5:15
Modern French history is a dizzying sequence of revolutions, wars, and empires. The history of Greater France is equally tumultuous, from revolt against slavery in Haiti during the French Revolution, the conquest of a vast new empire during the nineteenth century, and the bloody battles of decolonization after World War Two. In connecting these stories, we will focus on who has been defined as a citizen and what citizenship has meant for men and women. We will look at changing class and gender relations, ideological struggles, and tensions between regional and national loyalties. We will also explore contested concepts of racial and ethnic identity, especially for colonial subjects, religious minorities, and immigrants.

354 History of Mexico
K. Young
TuTh 10:00-11:15
This course traces the history of Mexican society, politics, and culture from the late 18th century to the present. The first half analyzes the turbulent formation of Mexico, the legacies of Spanish colonialism, peasant uprisings of the 19th century, and the origins and course of the famous Revolution of 1910. The second half focuses on the century since the revolution, including the consolidation of a conservative one-party state, the so-called "Mexican miracle" of the mid-20th century, the adoption of neoliberal economic policies starting in the 1980s, and the ongoing political struggles of workers, peasants, women, students, and indigenous people. Equipped with this historical grounding, we will then try to make sense of the crises of neoliberalism, drug-related violence, and declining state legitimacy in the early part of this century.

364 Gender & Race in US Social Policy
E. Sharrow
Wed 5:30-8:00
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.
373 American Thought and Culture II  
(HS) J. Fronc  
TuTh 1:00-1:50 (plus discussion)  
This course examines aspects of American social, cultural, and intellectual history from the post-Civil War period to the recent past. Particular attention will be paid to the history of radicalism and repression, movements for social justice, and activism. In addition to the assigned readings, this course will explore popular culture (films, television shows, music, stand-up comedy) as a venue for political and social commentary. Students can expect to write approximately 3 short papers and produce a final research project for their grade. All students must also enroll in a discussion section. Note: Although this course fulfills a General Education requirement, it is a 300-level U.S. history class. As such, students should have a working knowledge of modern U.S. history, such as having passed History 151 (U.S. History from 1876 to the present) or its equivalent.

383 American Environmental History  
(HS) D. Glassberg  
TuTh 10:00-11:15  
This course examines the history of human interaction with the natural environment of North America since European settlement. It traces four centuries of environmental actions and attitudes, with an eye toward understanding the historical roots of current environmental crises such as climate change. In addition to helping you consider the connections between past and present, the course is designed to help you practice essential skills that will serve you well in other courses and in life after UMass. Among these skills are obtaining and critically evaluating information from a variety of sources, including lectures, maps, printed documents, works of art and the landscape itself, and presenting that information effectively both orally and in writing. (Gen.Ed. HS)

387 The Holocaust  
(HS) A. Donson  
MW 2:30-3:20 (plus discussion)  
This course explores the causes and consequences of what was arguably the most horrific event in all of history. Topics include both the long-term origins of the Holocaust in European racism and anti-Semitism and the more immediate origins in the dynamics of the Nazi state and the war against the Soviet Union. Particular attention will be given to the debates and controversies, including the motivations of German and non-German perpetrators, bystanders, and collaborations, the place of the Jew and non-Jews in Holocaust historiography, the continuities of racism and genocide and their comparability, and the consequences of the Holocaust for memory and world politics. (Gen.Ed. HS)

390S Sex & Places: An American History  
J. Capó  
Tu 2:30-5:00  
This reading seminar introduces some of the major themes, methods, findings, trends, and theoretical foundations scholars have employed and relied on to explore the connection between geographies and sexual practices—as well as distinct understandings of those practices—over time in the United States, and the way sexual practices gained particular currency in distinct physical and imagined spaces. The course dissects numerous manifestations of “place” in United States history: urban, rural, suburban, and digital and ephemeral. It uncovers how past actors shaped, altered, carved, and negotiated physical and imagined spaces through sexual exploration, politics, and behavior. In addition to surveying the existing historiography, this course introduces students to numerous primary sources that shed light on these topics, including films, news footage, photography, criminal records, newspapers, judicial decisions, and works of fiction. Topics of discussion include urban industrialization, capitalism, feminist engagement with public spaces, lesbian and gay urban cultures, urban planning and development, “safe spaces,” gentrification, and the loss of physical spaces in a “post-gay” world.
392E The U.S. in Latin America
K. Young
TuTh 1:00-2:15
The histories of the United States and Latin America are closely intertwined. This course examines U.S. intervention and motives in Latin America, assessing the role of the U.S. government and military but also that of corporations, international financial institutions, and non-governmental organizations. While these foreign actors have wielded tremendous power and influence in the region, they have always operated within contexts partially defined by Latin Americans – themselves an incredibly diverse population including presidents, dictators, militaries, landlords, clergy, industrialists, middle-class professionals, wage workers, slaves, peasant farmers, women community leaders, slum dwellers, migrants, and hundreds of ethnic groups. In turn, U.S. experiences with Latin America have often shaped its interactions with the rest of the world, making this history of vital importance for understanding global history. The course places a special focus on close readings of primary source documents, including declassified government memos, speeches, newspaper reports, political cartoons, and the voices of people who have opposed U.S. policies.

393EH Intellectual Origins of Colonialism
J. Higginson
TuTh 2:30-3:45
While the last apparent vestiges of colonial rule are fast becoming historical artifacts, few people in the former colonizing countries have more than an impressionistic understanding of what colonialism was. This course is designed to disabuse the intelligent layperson of erroneous ideas about the nature of colonial rule and the legacy it bequeathed to the contemporary world. We will examine the origins of colonial policy, as well as its conjuncture with other economic and political problems, through a series of case studies and intellectual histories.

393I Indigenous Women of North America
A. Nash
TuTh 2:30-3:45
Indigenous women are on the front lines of some of the most important issues that affect us today, including struggles for clean air and water that pit them against multinational corporations and against opioids in their own communities. This course examines the diverse histories of Indigenous women in North America through a variety of sources and conceptual frameworks, including non-binary gender roles. We will consider both the ways in which Indigenous women defined and understood themselves, and the ways in which they have been defined and (mis)understood by others, from before the arrival of Europeans to the present day.

394AI Age of the Crusades
(IE) A. Broadbridge
MWF 10:10-11:00
Students will study the history of the Age of the Crusades (1090s-1290s). They will cover the eight major crusades to the Middle East and North Africa, including personalities, ideologies, and military and logistical challenges on both sides. They will investigate the European Crusaders, as well as the Muslims, Christians and Jews who were "Crusaded Against", and the cultural interactions among them all. Student will also examine Crusades in Europe. For the IE, students will reflect on themselves as students and history majors, on their college careers so far, and on what they have learned in their college careers. They will then make connections between these reflections and the diverse topics we cover in Crusades era history. This will be through a special paper, on two of four response papers, on both exams, and in guided discussion during most lectures. At the end of the course, they will not only have gained insight into the class material, but also insight into themselves and into their own personal knowledge of the world. Satisfies the Integrative Experience requirement for BA-Hist majors, as well as the History Department’s pre-1500 requirement and one of its two non-Western requirements.
394CI Ideas that Changed History  
(IE) D. Gordon  
TuTh 2:30-3:45  
This class is about 1.) Ideas that have changed the discipline of history. For example: Marxism, the Linguistic Turn, Women's History. 2.) Ideas that have changed the larger flow of history. For example: Marxism (again), the idea of progress, the idea of revolution, the idea of tradition. 3.) Ideas that have changed you, the student, and your relationship to history. This is an Integrative Experience Gen Ed class and will combine academic, personal, and professional goals. Readings will come from the philosophy of history but students will also be challenged to integrate reading they have done in previous Gen Ed and history classes into their work.

394RI Comparative Revolutions in the Modern Era  
(IE) J. Higginson  
TuTh 1:00-2:15  
We are now living in the throes of the "Arab Spring" and the greatest economic crisis since the Great Depression. This General Education IE course seeks to integrate students' contemporary understanding of these events against the backdrop of analogous moments in world history over the past three centuries. The core mission of the course is to examine why economic underdevelopment, in combination with weak or dependent state formations, often induces popular instances of rebellion and revolution in the modern era. We will also examine why revolutions do not always usher in genuine social reform. The class will be particularly focused on comparative models of social change and revolution found in the works of Gregor Benton, Crane Brinton, Edmund Burke, Jean Chesneaux, Richard Cobb, Eric Hobsbawm, Barrington Moore, Edmund Morgan, James Scott, Theda Skocpol and William T. Vollman. The course will afford students an opportunity to improve their speaking and writing ability, while critically assessing the course material through an interdisciplinary lens.

394TI Mongol & Turkish Empires  
(IE) A. Broadbridge  
MWF 2:30-3:20  
In this course students investigate the history of Genghis Khan and the Great Mongol Empire, the Mongol Successor Empires, and the copycat Temurid Empire, covering the time period 1150-1500. They look at the rise, expansion and fall of these empires, and at the complexities that make this history so gripping. They also learn unexpected secrets about the contributions made by Chinggis Khans womenfolk to this history, based on new research. Course fulfills the History Department’s pre-1500 requirement and one of its two non-Western requirements. In it students will reflect on themselves as students and history majors, on their college careers so far, and on what they have learned in their college careers. They will then make connections between these reflections and the diverse topics we cover in Mongol and Turkish history. This will be through a special paper, on two of four response papers, on both exams, and in guided discussion during most lectures. At the end of the course, they will not only have gained insight into the class material, but also insight into themselves and into their own personal knowledge of the world. Satisfies the Integrative Experience requirement for BA-Hist majors.

397AM Fall of Rome: The Roman Empire from Late Antiquity to the Early Middle Ages  
J. Moralee  
TuTh 11:30-12:45  
This course introduces students to the societies and cultures of the Mediterranean world from the third to the seventh century CE. Students will read modern scholarship and primary sources on issues such as the disintegration of the Roman empire into successor states in Europe, North Africa, and the Middle East, and the transformation of cities, art, religions, and ethnic identities in a post-Roman world.
397AR American Reconstruction and Reunion
S. Cornell
TuTh 11:30-12:45
This course examines the social, political, economic, and cultural history of the era of Reconstruction and Reunion. We will investigate the forces that drove Reconstruction in the North, South, West, and abroad during and after the U.S. Civil War and the destruction of slavery. We will attend to conflicts over the meanings of freedom and the government's role in securing freedom for its citizens among freed people, white and black northerners, suffragists, white southerners, western farmers, and Native Americans in the postbellum period. The course concludes with the North's withdrawal from the South, the rise of legal segregation, legal disfranchisement, lynching, and white sectional reunion during the wars of 1898. At various points during the semester, we will reflect critically upon the ways in which Reconstruction and Reunion have been remembered and represented in history and popular culture.

397AW American Women in the 1950s
A. Estepa
MW 4:00-5:15
For many of us, the image that comes to mind when we think of women in the 1950s is a suburban housewife and mother like Donna Reed or June Cleaver. But how much did real women's lives have in common with their sitcom counterparts? This course will explore women's experiences of and contributions to social, cultural, and political life in the U.S. during the 1950s. Using a wide variety of sources (oral histories, memoirs, novels, magazine articles, advertisements, movies and TV programs, as well as works of history), we will study American women's actual experiences of sexuality, marriage, family life, the workplace, and politics, as well as the messages they received about what constituted "appropriate" behavior in both public and private life. We'll pay special attention to women's participation in the major social changes and cultural trends of the time, including the growth of suburbia and the rise of consumer culture, the Cold War, the Civil Rights Movement, the Beat Generation, youth culture, and rock and roll. We'll also look at the diversity of women's experiences, analyzing how differences of race, ethnicity, class, region, and age helped shape the opportunities and choices available to individual women.

397BE Colonial Black New England
L. Barnett
TuTh 11:30-12:45
African Americans developed and maintained significant economic and cultural advancements in colonial America, a fact eclipsed by the experience of slavery. But many African Americans, especially New Englanders, were more than chattel. By the second half of the seventeenth century, a growing number of black New Englanders engaged in an intricate system of Atlantic commerce, selling fish, furs, and timber not only in England but throughout Catholic Europe; shipbuilding; and transporting tobacco, rice, wine, sugar, and other cargo, including slaves. Although blacks played a significant role in the western hemisphere's foray into global economics, this historical fact is often omitted. This seminar offers a corrective to a major problem in American colonial history by placing African American lives at the interpretive center of our inquiry into early New England history. Our study is framed by the social and political movements to which black New Englanders’ participation laid claim; and the ways in which this participation enabled them to assert power in colonial public life. Tracing their experiences as maritime tradesmen, mariners, merchants, yeoman, commercially-oriented farmers, religious leaders, artisans, domestic help, midwives, and bondspeople, we will analyze the intersection of race and gender in early American history. The age of exploration and the establishment of the British colonies in North America in the period between King Philip's War (1675-6) and the American Revolution (1775-83) provide the historical backdrop to our intensive treatment of Colonial Black New England. Drawing on an array of primary sources including letters, speeches, photographs, as well as early black print culture, music, and secondary sources, this course is designed to provide experience in the production of a scholarly paper cultivated from archival research that includes primary and secondary sources, this course exposes students to the historian's tools and techniques.
From fighting Jim Crow segregation to challenging the recent Muslim travel ban, judicial review has historically been used as a strategy to reign-in executive and legislative over-reach and protect Constitutional rights. This course will examine how lawyers, social movements, and everyday people have used litigation to advocate for social justice in the United States. Through reading in-depth studies of important civil and criminal cases, we will explore such questions as: What is the history of social justice lawyering in the United States and how, why and when have social movements turned to litigation to advance their causes? What are the pros and cons of using litigation to achieve social justice, versus other tools like direct action, lobbying for political change, and community organizing? How effective is litigation in achieving the goals originally envisioned by lawyers, activists, and litigants? How have lawyers constrained or expanded the vision of social justice movements? What dilemmas do lawyers who are ethically bound to zealously advocate for the interests of individual clients' face when they are additionally interested in advancing "a cause"? Cases explored may include issues such as civil rights, women's rights, free speech, LGBT/Queer rights, disability rights, environmental justice, criminal justice, poverty and people's lawyering, immigration rights, and the rise of conservative social movement lawyering. Prior law-related coursework helpful, but not required.
397SC Sex and the Supreme Court  
J. Nye  
Tu 2:30-5:00  
This course focuses on the U.S. Supreme Court and its rulings regarding sex and sexuality. What has the Court said about what type of sexual activity or sexual relationships are constitutionally protected and how and why has this changed over time? What is or should be the Court’s role in weighing in on these most intimate issues? We will examine several hot button issues such as reproduction (sterilization/contraception-abortion); marriage (polygamous/interracial/same sex); pornography/obscenity; sodomy; sexual assault on college campuses; and sex education in public schools. We will consider how the Court and advocates framed these issues, used or misused historical evidence, and how the argument and/or evidence changed depending on the audience (i.e. the Court or the general public). Students will write several short argumentative essays, learn how to read and brief Supreme Court cases, and present an oral argument based on one of their argumentative essays. Prior law-related coursework is helpful, but not required.

397TS Histories of the Transatlantic Slave Trade, 1444-1867  
G. Aubert  
MW 2:30-3:45  
From the sixteenth to the early nineteenth century, enslaved Africans made up almost eighty percent of the total number of arrivals in the Americas. In this course we will explore the sources, interpretations, and legacies of "the largest long-distance coerced movement of people in history." Based on our readings of historical scholarship and documents, and with a particular concern for individual and collective experiences, we will gauge the economic, political, social, and cultural dynamics and consequences of the transatlantic slave trade in Europe, Africa, and the Americas over more than four centuries.

397VW Public History Workshop  
L. Barnett  
TuTh 4:00-5:15  
"The Museum in African America"  
In a museum, an object as simple as a hairbrush or as ephemeral as a song can be the means by which we imagine the past. This course is designed to introduce students to museology (the study of museums with regard to their roles, functions, and histories), and the political and theoretical issues that occupy curators daily as they design, shape and produce the historical narratives of museum exhibits. Several key questions guide our inquiry, including: What types of objects and what kinds of materials conjure the past? How do museums as ideological sites produce moral and cultural systems that maintain existing social orders? How do history museums become opportunities for African Americans to redefine themselves? Particular attention will be given to issues of theory and practice as they relate to African American museums. We will examine the museum’s functions in arenas of: collection, research, exhibition and interpretation. Students will read secondary sources from museum studies and the three academic disciplines most concerned with museum studies, material culture, anthropology and history (including art history); we will also consult cultural theory from black expressive culture studies and popular culture. Students will: Visit history museums and historic sites, familiarize themselves with basic conservation and preservation techniques, gain experience with collection registration and documentation, plan an exhibit, write exhibit labels, produce a case study for an African American history museum in the United States, which will include an personal interview conducted with the museum’s director.

398A Practicum – Career Development for History Majors  
M. Roblee  
Tu 5:30-6:20  
This class is designed to help students prepare for life after the BA by acquiring important professional skills and perspectives. The class will explore a variety of subjects, including what qualifications history majors bring to the job market, the importance of internships and networking, customizing resumes and cover letters, job and internship search strategies, and interviewing skills. 2 credit P/F
428H Nazi Germany  
J. Olsen  
Wed 2:30-5:00  
This course studies Germany’s politics, culture, society, and economics during the Weimar period (1918-1933), the Nazi period (1933-1939) and the Second World War (1939-1945). The events during these periods are of epic proportions – strikes, assassinations, hyperinflation, street fighting – and that is just in the years between the two world wars! These events, however, must be placed within the context of larger trends. As a unifying theme for the course, we will consider the impact of modernity: the rapid reorientation of German life to the demands of industrial society. Although Hitler and his movement were uniquely German, the splintering and eventual demise of civil society in Germany has implications for all modern states. The course will cover topics ranging from avant-garde artists to genocide. You’ll learn more than you ever imagined about the fractured nature of German society during the Weimar era. Many of the ideas you’ll encounter here are thoroughly distasteful: this was a time of utilitarian ethics and the slaughter of “biologically useless” human beings. This is a reading intensive course, covering approximately one book of 225-325 pages each week.

490MH Middle Eastern Metropolis  
K. Schwartz  
MW 2:30-3:45  
Some of the world’s largest and longest inhabited cities are to be found in the Middle East. How did these cities originate? What types of social arrangements and ideas did they support? How did they evolve over time? And how were they, and the people who inhabited them, impacted by specific forces such as imperialism, colonialism, tourism, consumerism, war, oil, and political protest? This course uses cities as a lens to explore the history of the Middle East, and the history of how the Middle East has been studied, from the 7th century to the present day. We will draw on interdisciplinary research ranging from art history, anthropology, literature, and political science to capture the various ways in which the city has been studied academically, and we will analyze primary sources such as travelogues, maps, memoirs, and films to appreciate the different ways in which cities have been recorded and experienced by people over time. The course is structured temporally around typologies of Middle Eastern cities. Each week we will investigate a new ‘type’ of Middle Eastern city, such as the classical city of Baghdad, the colonial city of Algiers, and the war-torn city of Beirut. In addition to giving you a solid overview of the history of the Middle East, this course will introduce you to historiographical criticism.

492B Nuclear Age  
C. Appy  
M 2:30-5:00  
This upper level seminar explores the impact of nuclear weapons on U.S. culture, politics, and foreign policy from World War II to the Global War on Terror. Key topics include the atomic bombing of Japan in 1945, the Cold War and the nuclear arms race, the Cuban Missile Crisis, apocalyptic films, Reagan’s “Star Wars,” and anti-nuclear activism.

492F 19th Century U.S. Historiography  
S. Cornell  
Tu 2:30-5:00  
This undergraduate seminar examines key historical events, issues, and people in the nineteenth-century United States. Readings will cover a wide range of topics, including presidential politics and the two-party system; slavery and abolition; citizenship and suffrage; the Second Great Awakening and social reform movements; Indian Removal; westward expansion and the U.S.-Mexico War; the Civil War and Reconstruction; and immigration, industrialization, and labor. Readings will introduce students to a variety of methodological approaches as well as key historiographic debates and trends in this field. Meets with 692F.
492M History, Evidence, Memory: The Case of 1948 in Palestine/Israel
A. Confino
Wed 4:00-6:30
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.

492N Indigenous Peoples of the Americas to 1900: An Inter-American Approach
A. Nash
Thurs 4:00-6:30pm
For all their diversity in terms of languages, cultures, and histories, the Indigenous peoples of the Americas share a common context of dealing with imposed settler-colonialism. This advanced seminar will use an inter-American approach to examine broad themes such as the Doctrine of Discovery, unfree labor, the impact of colonization on family and gender roles, education, and responses to the establishment of nation-states by former Spanish, French and British colonial powers. This course is especially suitable for students with an interest in U.S. history, Latin American Studies, Native American & Indigenous Studies, Atlantic or Pacific Worlds. Coursework includes heavy reading, a series of short response papers, and a research project.

497AA Theories and Methods of Oral History
S. Redman
TuTh 1:00-2:15
Oral history is the practice of recording interviews with first hand witnesses to past events. This course will guide you through the origins and history of oral history as a methodology for recording and analyzing past events, especially since the middle of the twentieth century. The class will introduce you to many of the major theoretically oriented debates happening in oral history as a field today. In this course, students gain first hand experience with oral history through the recording of their own original interviews.

498F Thesis Writing Forum
J. Fronc
Tu 2:30-5:00
The Thesis Writing Forum gives Honors students AND non-Honors thesis writers a chance to interact with one another, and with the professor, about the thesis writing experience. This is a two credit mandatory Pass/Fail practicum.
HISTORY 450: JUNIOR YEAR WRITING SEMINARS

450:01 Putin: The Man and his Methods
A. Altstadt
TuTh 1:00-2:15
Vladimir Putin, Russian president is the object of hatred and adoration at home and in the West. This writing seminar is designed to allow us to explore recent books on Putin and Putin’s Russia and to hone our own writing methods. Among the course readings will be at least one biography (Masha Gesen, Man with No Face) and books that describe such Putin methods as information manipulation (e.g. Peter Pomerantzev Everything is False and Anything is Possible). We will also explore several non-academic writers’ methods of writing and work on these styles through short and long paper drafts with the idea that most college graduates will enter professions where non-academic writing styles are most useful. Grading will be based on participation and on writing projects related to the seminar topic, Putin and Putin's Russia.

450:02 De-Marginalizing Race and Gender: African American Women’s History
L. Barnett
TuTh 2:30-3:45
In this seminar we place African American women’s lives in the interpretive center of our inquiry into U.S. history. Our study is framed by the social and political movements to which African American women’s participation laid claim, and the ways in which this participation enabled (and enables) them to assert power in American public life. Tracing black women’s experiences as slaves, abolitionists, club women, freedom fighters, laborers, professionals, and artists, we will analyze the intersection of race and gender in American history. Drawing on an array of primary sources including letters, speeches, photographs, as well as black women’s print culture, music, and secondary sources, we will pay particular attention to: (1) the social construction of African American womanhood; (2) the meaning of freedom for black women living in the shadow of slavery, and the strategies they employed to gain civil rights; (3) black women’s changing economic status during the interwar period; (4) black women’s roles in the ascendency of black nationalism; (5) the relationship between corporeal representations of black women in the media, including the historicization of black women’s beauty practices and the black female body as a site of political struggle. Designed to provide experience in the production of a scholarly paper based on primary sources, this course exposes students to the tools and techniques of historical research.

450:03 Animals and History
A. Taylor
TuTh 2:30-3:45
Animals are an integral part of human culture and civilization and yet largely omitted from history. When they are studied it is often as metaphors or purely in terms of their economic impact. Newer approaches, however, informed by interdisciplinary animal studies, seek to understand their role in a shared animal-human culture. We will look at a number of animals (wild, domestic, and feral) in different western cultures from the ancient to the modern era and will consider how archaeology, ethology, and other disciplines can help us recuperate their lost history. Your grade will be based on class participation and writing assignments including a 20-page research paper.

450:04 American Gridiron Football and History
J. Wolfe
MW 4:00-5:15
This Junior Writing Seminar examines the history of American gridiron football from its earliest days as a college game in the late 19th century to the present and its professional leagues in the United States. The class studies the rise of sport as a leisure activity and then industry, the creation of major college conferences, the sport on the high school level, and the rise of the NFL. One of this class’s organizing concepts is that football, perhaps more than any other sport or form of entertainment, is uniquely American in its organization, relationship to violence, its embrace of heteronormative gender identities, labor relations, and economic relationship to local, state, and national governments.
HISTORY MAJOR AREAS OF STUDY

Africa
161 Africa since 1500

Ancient World
397AM Fall of Rome
450:03 Animals and History

Europe
100 Western Thought to 1600
101 Western Thought since 1600
181 Hist of Science and Tech in the West World, II
241 The Irish Experience
297SP Spies and Spying in History
305 Renaissance and Reformation Europe
322 Modern France
387 The Holocaust
428H Nazi Germany
450:01 Putin: The Man and his Methods

Latin America
354 History of Mexico
392E The US in Latin America
397LA Enviromental History of Latin America

Middle East
131 Middle East History II
394AI Age of Crusades
394TI Mongol and Turkish Empires
490MH Middle Eastern Metropolis
492M History, Evidence, and Memory: The Case of 1948 Palestine/Israel

United States
150 U.S. History to 1876
151 U.S. History since 1876
154 Social Change in the 1960s
242H American Family in Historical Perspectives
264 History of Healthcare and Medicine in the U.S.
269 The American War in Vietnam
373 American Thought and Culture II
383 American Enviromental History
393I Indigenous Women of North America
397AR American Reconstruction and Reunion
397AW American Women in the 1950s

397BE Colonial Black New England
397VW Public History Workshop
492B Nuclear Age
492F 19th Century U.S. Historiography
492N Indigenous Peoples of the Americas to 1900: An Inter-American Approach
497AA Theories and Methods of Oral History
450:02 De-Marginalizing Race and Gender: African American Women’s History

World History
111 World History since 1500
112H Introduction to World Religions
393EH Intellectual Origins of Colonialism
394RI Comparative Revolutions in the Modern Era
397TS Histories of the Transatlantic Slave Trade, 1444-1867

Law
397JL Social Justice Lawyering
397RR History of Reproductive Rights Law
397SC Sex and the Supreme Court

LGBT/Social Rights
265H US LGBT & Queer History
390S Sex and Places: An American History
383 History of U.S. Social Policy, Politics of Gender, Race, and Class

Sports
280 History of Baseball in America
281 Global History of Soccer
297S History of Intercollegiate Sports
450:04 American Gridiron Football and History