Spring 2018

Advanced undergraduates are invited to inquire about enrolling in graduate courses. Such enrollment depends on the permission of individual instructors who should be contacted directly. Questions can also be directed to the Graduate Program Assistant, Mary Lashway, at gradprogram@history.umass.edu

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You may take two courses outside the department that will count toward your degree. Check Spire to see graduate course offerings beyond our department. Students often find relevant courses in Anthropology, English, the W.E. B. Du Bois Department of African American Studies; Landscape Architecture and Regional Planning, Public Policy, and other programs around campus.
History 597
Under the University Numbering System, M.A. students wishing to enroll in an upper-level undergraduate course (at UMass or on one of the Give College campuses) may do so under the special topics number, History 597, with permission from the instructor and also with the understanding that instructors will require additional work of graduate students in those courses. Signed by the faculty member teaching the course (turn this in to Mary Lashway in Herter 612). Check SPIRE for the listings of undergraduate courses.

There are forms available in Herter 612 describing the additional work to be performed for graduate credit; these must be signed by the instructor. Students will be responsible for discussing the course requirements with instructors. Please see the Graduate Program Assistant about registration to ensure that a grade will be submitted for you at the end of the semester. Only two 597 courses may count as topics courses towards completion of the M.A. degree.

History 696 or 796 (Independent Study)
Students may enroll in independent studies as either History 696 (reading independent study) or History 796 (research/writing independent study) with a faculty member overseeing the plan of study.

To enroll in History 696 or 796 pick up an independent study form from Mary Lashway in Herter 612. This form must be filled out including name, student number, course number (696 or 796), credits, a detailed description of the plan of work for the independent study (e.g. research paper, book reviews, historiography, essays, etc.), and signed by the professor overseeing the independent study. After it has been filled out and signed it needs to be returned to Mary Lashway to be entered on Spire. Only two independent studies may be counted towards completion of the M.A. degree.

Scheduled Courses:

601 European Historiography
Jon Olsen
Tuesday, 2:30pm-5:00pm

This course is designed to introduce students to diverse trends in the twentieth century historiography of Europe. The course attempts to provide students an introduction to the wide varieties of ways of approaching European history and to cultivate in students an openness to different methodological and theoretical approaches as well as the necessary skills to read and evaluate such writing at the graduate level.

As an organizing theme, we will look at the relationship between individual, regional, and national identities within the context of broader historical processes and structures. At the heart of this exploration is the consideration of multiple narratives, perspectives, and interpretations that comprise any historical account. We will explore topics that range from the nature of the
French Revolution to the German "Historians' Debate" over whether or not Germany developed along a "special path." To do so, we will examine competing models of social and cultural history, *microstoria*, consumer society, imperialism, gender, and culture.

**661**
**American Material Culture**
Christine DeLucia  
Thursday, 2:30pm-5:00pm

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of interpretation, preservation, curation, and display; shifting conceptions of 'heritage' among diverse peoples; and ethical challenges posed by certain items held in museums. It will concentrate especially on Indigenous, Euro-American, and African American material culture studies and their intersections. Students will develop skills for producing original research projects, and gain exposure to historical resources and professional practices through visits to campus and regional collections.

**691AR**
**Atlantic Revolutions**
Jennifer Heuer  
Tuesday, 2:30pm-5:00pm

This class explores recent scholarship on the tumultuous era of the Atlantic Revolutions. We look comparatively at the major Revolutions of the eighteenth and nineteenth centuries, particularly the French and Haitian Revolutions, but also the American Revolution, other European and Latin American Revolutions, and various contemporary upheavals. We also investigate the transnational movements of peoples—free, enslaved, and those potentially in-between—ideas, and laws. Part of the class may also be devoted to investigating how useful frameworks of the "Atlantic World" or "Atlantic Revolutions" are to making sense of these events and developments.

**691W/791W**
**Writing History**
Stephen Platt  
Monday, 2:30pm-5:00pm

In this class, students will experiment with the tools for writing history for a general audience. We will cover the structure of various types of historical writing, the sorts of research that support a convincing argument, the audiences writing must attract, and the common writing errors that weaken prose. Several guest speakers will talk about their own approaches to the craft. During the semester, students will hone their writing and editing skills as they develop their own projects and comment on those of their classmates. The course is designed to meet the requirements of a 600-level seminar, but some students, with consent of the instructor, will be
able to enroll in the course at the 700 level, depending on the nature of their proposed semester-long project.

697PR    Imperial America: US and the World, 1846-Present
Christian Appy
Wednesday, 2:30pm-5:00pm

This graduate seminar examines U.S. foreign relations from the 1846 invasion of Mexico to the recent wars in Iraq and Afghanistan. Extensive weekly reading will include a mix of old and new scholarly works, primary documents, and popular accounts. The field of diplomatic history has broadened greatly over the last two decades and this course will reflect those changes. Scholars now pay far more attention to subjects in social and cultural history that were once deemed secondary, if not irrelevant, to issues of war, international relations, and global power. So, for example, we will read books that explore the significance of gender, race, and religion in the shaping of American foreign policy. Key topics include debates over the meaning and impact of U.S. imperialism and the relationship between official explanations of U.S. policy and the lived experiences those policies produce. In addition to reading assignments, students will write three essays.

697U/797U    Landscape & Memory
David Glassberg
2:30pm-5:00pm

This seminar explores the relationship between historical consciousness and environmental perception, or "sense of history" and "sense of place." Among the topics we will consider are how individuals and groups identify with particular environments; represent those environments in words and pictures; and transform those environments through the creation of monuments and memorials, historic preservation, and heritage tourism. Of particular interest are issues associated with the identification and protection of cultural landscapes in an era of globalization and climate change. We will discuss theoretical works and case studies drawn from a variety of disciplines, including cultural geography, history, anthropology, and landscape architecture. Students registering for 697 will be expected to lead discussions, write two short papers based on weekly readings, and complete a final, literature-review type paper on a topic of their choice, subject to my approval. Students registering for 797 will be expected to lead discussions, write a research paper prospectus in the first few weeks of the semester, and complete an original research paper exploring some aspect of landscape and memory in a particular place and time. Because of the difficulty of finding a topic and researching and writing about it in a single semester, students registering for 797 are encouraged to contact me during fall semester 2017 to begin the process, as well as consult the preliminary course syllabus posted on SPIRE.
791PG  History of US Social Policy, Politics of Gender/Race/Class
Libby Sharrow
2:30pm-5:00pm

This interdisciplinary course, designed for students in both Political Science and History, will concentrate on approaches to the study of the history of U.S. public policy aimed at addressing social and political inequalities. We will explore the methods, findings, and controversies in research about public policy in American politics, history, and political science from a range of theoretical and methodological perspectives and approaches. Readings will focus our attention on policies aimed at the overlapping axes of marginalization on the basis of gender, race, class, and sexuality, in particular. Throughout the course, we will analyze the ways in which policy, over time, has come to address issues and discrimination in intersectional ways, defining politically-relevant categories, identities, and forms of marginalization, such as gender, sex, race, ethnicity, class, sexuality, and ideological and partisan identification. Students will write a short reaction paper every other week, make two short presentations, and write a research paper that they will present to the class.

The following courses are undergraduate courses in which seats have also been reserved for graduate students with an interest in this topic. Graduate enrollment is capped at 8 for these courses.

691  Emotions, Violence, Memory
Alon Confino
Wednesday, 2:30pm-5:00pm

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

692R  Race & Ethnicity/Ancient World
Jason Moralee
Tuesday/Thursday, 1:00pm-2:15pm

What are the roots of ethnic prejudice and racism? DNA and genetics, neuroscience and environmental studies, classical studies and anthropology—all have contributed to this important question. Students will learn how definitions of ethnicity arose in the Mediterranean world. This involves two interrelated questions. First, how did people construct their own sense of peoplehood, and second, how did people construct that of others? Greek and Roman understandings of ethnicity were deeply rooted in the authority of texts and continued to define peoples, communities, and territories throughout antiquity. These questions, of course, are relevant today. Who we think we are today has much to do with how various forms of racial identity were forged in the premodern past. We will analyze these ancient sources in light of recent scholarly discussions from a variety of disciplinary points of view.
History of Science Activism
Sigrid Schmalzer
Thursday, 2:30pm-5:00pm

This course will examine the history of social and political movements on issues related to science, technology, and medicine. Examples include movements for organic agriculture, against nuclear energy, promoting science literacy, opposing genetic determinism, for climate justice, and much more. We will adopt an interdisciplinary approach to explore the different forms science activism has taken—from intellectual debates, to professional organizations of practicing scientists, to state-directed campaigns, to grassroots community organizing—and the different historical contexts in which they have emerged. Students will develop their understanding of theoretical perspectives on the social production of scientific knowledge and of the history of political engagement in the field of science and technology studies. In addition to regular written assignments related to the readings, students will complete a final project on a subject (and in a format) of their own choosing. Students may opt to incorporate a community engagement component into their final project if they desire.

Witchcraft, Magic & Science
Brian Ogilvie
Tuesday/Thursday, 10:00am-11:15am

The foundations of modern science and scientific method were laid in the Scientific Revolution of the late sixteenth and seventeenth century. This period would be seen as a golden age by the philosophes of the eighteenth-century Enlightenment and the founders of the history of science in the twentieth century. Yet the period from 1550 to 1650 also saw widespread interest in occult powers and natural magic, and it was the height of the "witch craze" in Europe, a period in which about fifty thousand Europeans, most of them women, were tried and executed for the crime of diabolical witchcraft.

Are these trends contradictory or complementary? Historians have disagreed vehemently about whether the Scientific Revolution, a triumph of rational thought, was opposed to the Renaissance interest in the occult, demonology, natural magic, and witchcraft, or whether these aspects were part and parcel of the intense study of the natural world that characterized early modern science. For example, Isaac Newton was both the founder of modern physics and a dedicated alchemical adept. Were these aspects of his life compatible? Or did they coexist in an uneasy tension, reflected in the fact that Newton never published his alchemical writings?

This course will address these questions on the basis of intensive study of the primary sources and selected readings from modern historians of science, European culture, and occult knowledge. Though our focus will be on early modern Europe, we will look to the High Middle Ages for the origins of many European concepts of demonic and occult powers and the origins of modern historians of science, European culture, and occult knowledge. Though our focus will be on early modern Europe, we will look to the High Middle Ages for the origins of many European concepts of demonic and occult powers and the origins of modern notions of scientific explanation. On the most fundamental level, this course is about the history of reason and rationality: what did it mean to approach a problem reasonably, and what—if anything—did modern science add to the ways in which human beings justify their claims to know something?

This course is being offered as a joint undergraduate honors and graduate course. Graduate students will be expected to delve more deeply into the historiography of the subjects in essays and annotated bibliographies.