

## HISTORY (Div II)

Chair: Professor Roger Kittleson

- Febe Armanios, Bennett Boskey Distinguished Visiting Professor of History
- Magnús T. Bernhardsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion; affiliated with: Religion Department, Leadership Studies Program; on leave Fall 2021
- Alexander Bevilacqua, Assistant Professor of History; on leave Spring 2022
- Casey D. Bohlen, Visiting Assistant Professor of History; affiliated with: Religion Department
- Jessica Chapman, Professor of History; on leave Spring 2022
- Christine DeLucia, Associate Professor of History; on leave Spring 2022
- Sara Dubow, Associate Dean of the Faculty, Professor of History; affiliated with: History Department
- Alexandra Garbarini, Professor of History
- Aparna Kapadia, Associate Professor of History; on leave Fall 2021
- Roger A. Kittleson, Chair and Professor of History; affiliated with: Latina/o Studies Program
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History
- Gretchen Long, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; on leave 2021-2022
- Maud Mandel, President, Professor of History; affiliated with: History Department
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department; on leave Spring 2022
- Karen R. Merrill, Professor of History
- Anne Reinhardt, Professor of History; on leave Fall 2021
- Eiko Maruko Siniawer, Class of 1955 Memorial Professor of History and Chair of Asian Studies Program; affiliated with: Asian Studies Program
- Yana Skorobogatov, Assistant Professor of History; on leave 2021-2022
- Peter Starenko, Visiting Assistant Professor of History
- Tyran K. Steward, Assistant Professor of History
- Benjamin Twagira, Assistant Professor of History
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History
- Carmen T. Whalen, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies Program; on leave 2021-2022
- Scott Wong, Charles R. Keller Professor of History
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: History Department

### GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

### COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

**First-Year Seminars and Tutorials (102-199):** These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

First-year seminars and tutorials can be counted toward the History major and used to meet the department's group and concentration requirements.

**Introductory Survey Courses (202-299):** These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

**Major Seminars (301):** Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

**Advanced Electives (302-396):** These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

**Advanced Seminars (402-479):** These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

**Advanced Tutorials (480-492, 495):** These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East: 102-111, 202-211, 302-311, 402-411

Asia: 112-121, 212-221, 312-321, 412-421

Europe and Russia: 122-141, 222-241, 322-341, 422-441

Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451

United States: 152-191, 252-291, 352-387, 452-471

Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

## ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department's administrative assistant.

## **THE MAJOR**

### **The major consists of at least nine semester courses as follows:**

Required Courses in the Major

One Major Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

### **Elective Courses**

Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

### **Concentration In The Major**

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

## **THE DEGREE WITH HONORS IN HISTORY**

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also

present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

## **LANGUAGE**

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

## **STUDY ABROAD**

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. The maximum number of credits is three.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. I'm not quite sure that I understand what "type" means here—the courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then**

**learned they wouldn't:**

None recently.

**HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104

**Primary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 am Benjamin Twagira

**HIST 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** ARAB 109 HIST 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first

weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Class Format:** Hybrid

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 109 (D2) HIST 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

**HIST 110 (S) The Veil: History and Interpretations** (DPE) (WS)

**Cross-listings:** HIST 110 WGSS 110 ARAB 215

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

### **HIST 111 (F) Movers and Shakers in the Middle East**

**Cross-listings:** ARAB 111 HIST 111 LEAD 150

#### **Primary Cross-listing**

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

**Requirements/Evaluation:** class participation, short essays, and a final paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 111 (D2) HIST 111 (D2) LEAD 150 (D2)

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 115 (F) The World of the Mongol Empire (WS)**

**Cross-listings:** HIST 115 ASIA 115 ASST 115

#### **Primary Cross-listing**

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

**Requirements/Evaluation:** active participation in discussion, several short papers, and a final research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 115 (D2) ASIA 115 (D2) ASST 115 (D2)

**Writing Skills Notes:** Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

#### **Primary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia

### **HIST 121 (F) The Two Koreas (WS)**

**Cross-listings:** HIST 121 ASST 121 ASIA 121

#### **Primary Cross-listing**

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar



**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 121 (D2) ASST 121 (D2) ASIA 121 (D2)

**Writing Skills Notes:** In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing--argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length). Significant guidance is also given on the paper-writing process.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

### **HIST 130 (S) Rioting in British History (WS)**

Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown. Exploring rioting in the history of modern Britain allowed researchers a chance to learn about the values, priorities, and tactics of people not previously centered in the historical record. It also created space to raise questions about what makes something a riot and how visions of public order shape military or police responses to those riots. In this course, we will examine the causes, strategies, and consequences of riots from the 1780s to the 1980s, from bread riots to the Brixton riots. We will also develop our own definitions of what qualifies as a riot, interrogating why our present definitions may differ from those in the past. While this course is rooted in the "classic" studies of British riots, to give students a strong sense of disciplinary practices and traditions, it also allows space to see how cutting-edge scholarship has expanded the discipline. "Rioting in British History" is a remote, synchronous online history seminar designed for first- and second-year students, particularly those interested in the discipline of history. In addition to exploring the theme of rioting in great depth, this course will also provide students the chance to grow as researchers and writers. By the end of this course, students will have developed the ability to analyze and evaluate works of history, identify the kinds of primary sources necessary to answer their historical questions, and write history papers that show their ability to identify and analyze relevant scholarly works and primary source materials. Since this is a writing-intensive course, students should expect to conduct peer evaluations of their writing assignments and will get consistent feedback on their writing assignments from the instructor.

**Class Format:** This is a remote class with synchronous meetings held over Zoom.

**Requirements/Evaluation:** Students will have regular reading assignments, averaging around 50 pages per week. Students will complete four unit response papers and one 10-12 page research paper.

**Prerequisites:** First-year or sophomore standing--juniors and seniors with permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** First-year students will be given preference, followed by sophomores who have not yet taken a 100-level seminar.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will complete four unit response papers, two of which will receive peer evaluation and feedback in class before being revised and submitted. All papers will receive feedback from the professor. Students will also complete a 10-12 page final research paper which they will develop over the course of the semester, including a rough draft workshop.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 134 (F) The Great War (WS)**

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political,

social, cultural, economic, and military histories of the Great War and its aftermath.

**Requirements/Evaluation:** bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Not offered current academic year

### **HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment**

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

**Requirements/Evaluation:** attendance and participation; three short analytical papers; a final research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)**

Long before the US and its allies fought the recent war in Afghanistan (2001-2021), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the Second (1878-1881) generated considerable domestic discord, and the Third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of the wars Britain fought in Afghanistan, and the reasons for them, but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

**Requirements/Evaluation:** Evaluation will be based on regular and continuous participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and various shorter exercises leading up to a final research paper (10-12 pages) due at the end of class

**Prerequisites:** None. First-year or sophomore standing required.

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.

**Expected Class Size:** 12-16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write two document analyses (750 words each) and two guided research essays (5 pages each), all letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus, and a rough draft, will be required in advance of submission of the final paper. Students will learn about research and writing skills and will receive timely suggestions for improving their work.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2021

SEM Section: 01 MWF 11:00 am - 12:15 pm Chris Waters

### **HIST 140 (S) Crime and Punishment in Russian History (WS)**

**Cross-listings:** RUSS 140 HIST 140

#### **Primary Cross-listing**

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's *Gulag Archipelago* in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

**Requirements/Evaluation:** a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 140 (D2) HIST 140 (D2)

**Writing Skills Notes:** Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia

**Not offered current academic year**

### **HIST 143 (S) Soccer and History in Latin America: Making the Beautiful Game (WS)**

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

**Requirements/Evaluation:** Class participation, a series of short papers, response papers, and a research paper

**Prerequisites:** First-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three 3-papers on set topics and an 8-10 page research paper. Revision of the first short paper is mandatory, in response to instructor's comments. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on the identifying sources, formulating an argument, and presenting a compelling case.

**Attributes:** HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2022

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

### **HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)**

**Cross-listings:** HIST 152 WGSS 152

#### **Primary Cross-listing**

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to sophomores

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 152 (D2) WGSS 152 (D2)

**Writing Skills Notes:** Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

**Not offered current academic year**

### **HIST 155 (F) School Wars (WS)**

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and

thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

**Requirements/Evaluation:** four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

**Prerequisites:** first-years or sophomores

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 156 (F) The Manifesto in U.S. Politics (WS)**

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

**Requirements/Evaluation:** participation; three graded essays (3-5 pages each), handed in as drafts, given comments, and with time for revision; 3-5 very short, ungraded assignments on course content and about library research; one manifesto (any length) and a final reflection paper (3-5 pages).

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will alternate between doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (varying length, but no more than 7 pages maximum) each will involve a draft, and then a revision based on instructor comments; the ungraded assignments will be either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also each write a manifesto and a short, final reflection paper.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 TR 11:20 am - 12:35 pm Karen R. Merrill

## **HIST 157 (S) 1960s and U.S. History (WS)**

**Cross-listings:** HIST 157 AMST 157

### **Primary Cross-listing**

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

**Requirements/Evaluation:** two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

**Prerequisites:** first-years

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 157 (D2) AMST 157 (D2)

**Writing Skills Notes:** Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

## **HIST 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

### **Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines

black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Tyran K. Steward

**HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

TUT Section: T1 TBA Tyran K. Steward

**HIST 162 (S) Unfamous Women, USA (DPE)**

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social

and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

**Requirements/Evaluation:** students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

**Requirements/Evaluation:** active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

**Difference, Power, and Equity Notes:** This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year



### **HIST 165 (F) The Age of McCarthy: American Life in the Shadow of the Cold War (WS)**

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

**Requirements/Evaluation:** class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write several short essays (2-4 pages each) as well as a final research paper (10-12 pages). Over the course of the semester, students will submit a research proposal as well as several working drafts of the final research paper. These drafts will be discussed in small group workshops, including the professor. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 166 (F) Cold War Films (WS)**

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

**Requirements/Evaluation:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

TUT Section: T1 TBA Jessica Chapman

### **HIST 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)**

**Cross-listings:** AFR 167 HIST 167 AMST 167

#### **Primary Cross-listing**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

**Writing Skills Notes:** Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

**Not offered current academic year**

### **HIST 205 (F) The Making of Modern Africa (DPE)**

**Cross-listings:** AFR 203 HIST 205

#### **Primary Cross-listing**

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 203 (D2) HIST 205 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into histories fraught with misrepresentations.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Fall 2021

LEC Section: 01 TR 11:20 am - 12:35 pm Benjamin Twagira

### **HIST 206 (F) History of Islam and the Middle East since 1453**

**Cross-listings:** HIST 206 REL 220 ARAB 206

#### **Primary Cross-listing**

This course offers an introduction to the major political and societal institutions that evolved under the aegis of what we might call "Islamic civilization" since the Ottoman conquest of Byzantine Constantinople in 1453. The principal geographic areas covered are the Middle East, North Africa, and to some extent the Balkans. Major topics include the rise of the Ottoman sultanate and their consolidation of rule, the Persian Safavid Empire, the rise of Western intervention and colonialism, nationalism, and state formation, and the challenges of and responses to modernization.

**Requirements/Evaluation:** attendance, participation, map exercise, 2 papers, midterm and take-home final

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 206 (D2) REL 220 (D2) ARAB 206 (D2)

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Fall 2021

LEC Section: 01 TR 9:55 am - 11:10 am Febe Armanios

### **HIST 207 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 ARAB 207 GBST 101 LEAD 207

#### **Primary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states

and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 207 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 208 (F) What is Islam? (DPE)**

**Cross-listings:** ARAB 234 REL 234 GBST 234 HIST 208

Secondary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

**Requirements/Evaluation:** reading responses, two essays, final exam

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

**Difference, Power, and Equity Notes:** This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)**

**Cross-listings:** HIST 211 ARAB 211

**Primary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

**Requirements/Evaluation:** short online writings and papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 211 (D2) ARAB 211 (D2)

**Difference, Power, and Equity Notes:** This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

**Attributes:** HIST Group E Electives - Middle East HIST Group G Electives - Global History

Not offered current academic year

**HIST 213 (S) Modern China, 1600-Present**

**Cross-listings:** HIST 213 ASIA 213

**Primary Cross-listing**

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

**Requirements/Evaluation:** class participation, two short papers, two essays, a midterm and a self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** open to all; preference to History or Asian Studies majors only if overenrolled

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 213 (D2) ASIA 213 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Spring 2022

LEC Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

### **HIST 214 (F) Foundations of China**

**Cross-listings:** GBST 212 ANTH 212 REL 218 HIST 214 CHIN 214 ASIA 211

#### **Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 212 (D2) ANTH 212 (D2) REL 218 (D2) HIST 214 (D2) CHIN 214 (D1) ASIA 211 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2021

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

### **HIST 217 (F) Early Modern Japan**

**Cross-listings:** ASIA 217 HIST 217 ASST 217

#### **Primary Cross-listing**

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 25-30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 217 (D2) HIST 217 (D2) ASST 217 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 218 (F) From Crises to Cool: Modern Japan, 1850s-Present**

**Cross-listings:** ASIA 218 HIST 218

#### **Primary Cross-listing**

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of "modern Japan." We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors/prospective majors or Asian Studies concentrators/prospective concentrators

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 218 (D2) HIST 218 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Fall 2021

LEC Section: 01 MWF 11:00 am - 12:15 pm Eiko Maruko Siniawer

### **HIST 220 (S) History and Society in India and South Asia: c. 2000 to 1700s CE**

**Cross-listings:** HIST 220 ASIA 222

#### **Primary Cross-listing**

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such as the origins and development of the caste system and 'Hinduism', society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

**Class Format:** lecture-discussion

**Requirements/Evaluation:** class participation, response papers and presentation, 2 essays, mid-term and a final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History Majors, and anyone interested in South Asian history before colonialism

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 220 (D2) ASIA 222 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

### **HIST 221 (F) The Making of Modern South Asia: 1750-1950 CE**

**Cross-listings:** ASST 221 HIST 221 GBST 221 ASIA 221

#### **Primary Cross-listing**

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 221 (D2) HIST 221 (D2) GBST 221 (D2) ASIA 221 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

**Not offered current academic year**

### **HIST 222 (S) Greek History**

**Cross-listings:** HIST 222 CLAS 222

#### **Secondary Cross-listing**

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest contacts with eastern cultures, and will conclude with the spread of Greek influence into Asia and the transformation of Greek culture through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the continuous influence of contacts as well as conflicts with non-Greeks, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

**Class Format:** discussion



**Requirements/Evaluation:** contributions to class discussions, occasional short-writing exercises, a midterm, a final exam, and a medium-length essay.

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Students majoring in Classics, History, and Art History, first-year students and sophomores.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 222 (D2) CLAS 222 (D1)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

### **HIST 223 (S) Roman History**

**Cross-listings:** CLAS 223 HIST 223 LEAD 223

#### **Secondary Cross-listing**

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

**Class Format:** This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

**Requirements/Evaluation:** Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

**Prerequisites:** None; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 226 (F) Early Modern Europe**

The three hundred years from the late Middle Ages to the French Revolution were Europe's formative centuries: they saw the emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Machiavelli, Montaigne, Hobbes, Aphra Behn, Voltaire, and Mary Wollstonecraft.

**Requirements/Evaluation:** attendance and participation; map quiz; two papers; midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** History majors or prospective majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 228 (S) Europe in the Twentieth Century**

This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; the break-up of Yugoslavia; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

**Class Format:** the class will be taught primarily by discussion with several lectures operating to frame those discussions

**Requirements/Evaluation:** regular attendance and class participation, six or seven in-class quizzes, two 6-8 page interpretive essays, and a take-home final examination

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** if overenrolled, preference given to History majors and students interested in becoming a major

**Expected Class Size:** 25-35

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Chris Waters

### **HIST 230 (F) Modern European Jewish History, 1789-1948**

**Cross-listings:** HIST 230 JWST 230

Primary Cross-listing

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern antisemitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and fiction.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two papers, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish studies concentrators, first-years, sophomores

**Expected Class Size:** 10-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 230 (D2) JWST 230 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2021

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

### **HIST 239 (F) Germany in the Twentieth Century**

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930's; the coming to power of the National Socialists; the ideology of National Socialism; the "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefield and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians' Debate"; and Germany after the Wall.

**Class Format:** discussion

**Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference will be given to seniors and juniors if the class is overenrolled.

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Elective Courses

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Thomas A. Kohut

### **HIST 240 (S) The Soviet Experiment**

**Cross-listings:** RUSS 240 HIST 240

**Primary Cross-listing**

In 1917, the former Russian Empire became the site of the world's first socialist revolutionary government and the twentieth century's largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history's most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who lived and didn't live to tell the tale.

**Class Format:** Format: seminar; Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 8 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

**Requirements/Evaluation:** active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History Majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 240 (D1) HIST 240 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

**Not offered current academic year**

**HIST 241 (F) Imperial Russia: State and Society between Europe and Asia**

**Cross-listings:** HIST 241 RUSS 241

**Primary Cross-listing**

Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the territory that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monarchism to parliamentarianism, Orthodox Christianity to revolutionary atheism, left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a site for ideas, projects, and processes both exemplary and tragic. How did Russian state power borrow and depart from west European norms? How did foreign and domestic norms contribute to the creation of a "Russian" identity? How did Russian elites and ordinary people resist, collaborate with, or develop an apathy towards the Russian state, and to what success? This course will seek to answer these questions through a survey of Russian Imperial history from its founding in Kievan Rus' in the 10th century to the October Revolution of 1917.

**Class Format:** Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

**Requirements/Evaluation:** class attendance and participation, two short papers (3-5 pages), ~80 pages of reading a week, one take-home midterm exam essay and one take-home final exam essay

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 241 (D2) RUSS 241 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 242 (F) Latin America From Conquest to Independence**

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities-, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in--and perhaps consisted of--the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two short papers (4-5 pages), and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 248 (S) The Caribbean: From Slavery to Independence**

**Cross-listings:** HIST 248 AFR 248

Secondary Cross-listing

This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley 'Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation--expressed in vivid artistic and musical forms--have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

**Requirements/Evaluation:** class participation, a mid-term and final paper, and a 10-12 page research paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators; History majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 248 (D2) AFR 248 (D2)

**Attributes:** AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives

Not offered current academic year

### **HIST 253 (S) Modern U.S. History**

This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

**Requirements/Evaluation:** a combination of quizzes, short papers, and a final exam or final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** HIST 254 AMST 254 LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

**Class Format:** Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

**Requirements/Evaluation:** active participation in class discussion, several short essays based on readings and discussion topics, (virtual) museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History or American Studies majors, followed by first- and second-year students

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 255 (S) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future. Beginning with the violences experienced by Native communities at Sand Creek in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to the recent actions at Standing Rock and Mauna Kea in the 21st century. Topics include Indigenous perspectives on "modernities"; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; "urban Indians" and the relocation era; Red Power activism and Indigenous internationalism; treaty rights, American Indian Law, and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast in which Williams College is situated.

**Class Format:** Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

**Requirements/Evaluation:** class discussion, reading responses, short analytic essays, archival/object analysis, final essay

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)**

**Cross-listings:** AFR 257 AMST 256 HIST 256

Secondary Cross-listing

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

**Requirements/Evaluation:** attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** first-years, sophomores, and American Studies majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 257 (D2) AMST 256 (D2) HIST 256 (D2)

**Difference, Power, and Equity Notes:** The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 257 (F) Religion and American Politics**

**Cross-listings:** REL 217 HIST 257

Secondary Cross-listing

In this course, students will explore the history of religion and American politics, from the colonial era to the present. In the process, they will tackle such questions as: Were Anglo-American colonies 'cities on a hill' or bastions of intolerance? Was the First Amendment designed to protect the state from religion, or religion from the state? Has American religion primarily served to justify the *status quo* or inspire revolutionary change? How have religious ethics shaped responses to racial, gender, and class inequality? How has religious conflict impacted civic unity and political polarization? What role *should* religion play in American political life? The course will cover such topics as: Anglo-colonial treatment of heretics and blasphemers; the meaning of the First Amendment; religious conflict over slavery; state regulation of sexuality and polygamy; state treatment of religious minorities; the Scopes Trial and scientific modernity; Christian responses to industrial capitalism; theologies of civil disobedience and nonviolence; and 20th-century religious battles over school prayer, civil rights, the military draft, abortion, and democracy itself.

**Requirements/Evaluation:** Class participation; five informal response papers (350-450 words); two unit papers (4-6 pages); final paper (8-10 pages).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 20

**Enrollment Preferences:** Religion and History majors, in order of descending seniority.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 217 (D2) HIST 257 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 MR 2:35 pm - 3:50 pm Casey D. Bohlen

### **HIST 258 (S) The Petroleum Age: A Global History**

We live in a world transformed by petroleum. All around us today--in global carbon emissions, transportation, the clothes we wear, everyday objects we touch, microplastics in our water--oil is there, even if we can't always see it. At the same time, the industry fuels massive flows of global capital, and provokes critical political shifts, conflicts, and resistance movements around the world. How did oil's ubiquity happen in just over 150 years? This



course will chart a global, modern history by keeping this energy source always in our sight, paying particular attention to its role in the political economy, its ecological impacts, the cultural changes it has set in motion, and its place in people's material lives. Throughout the semester, we will also foreground some of the foundational skills needed to create an historical account, which will culminate in students' completing a 5-minute video or podcast on a relevant topic of their choice.

**Class Format:** While this class will include brief lectures, it will largely revolve around discussion. Students do not need any experience in making videos or podcasts to enroll in the class.

**Requirements/Evaluation:** participation; two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); short research assignments (1 page each, ungraded); final video or podcast project (graded); 24-hour take-home exam.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores and first-years

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group G Electives - Global History

Spring 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Karen R. Merrill

### **HIST 259 (S) New England Environmental History (WS)**

**Cross-listings:** AMST 259 HIST 259 ENVI 259

**Secondary Cross-listing**

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

**Requirements/Evaluation:** several short essays, final project

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 259 (D2) HIST 259 (D2) ENVI 259 (D2)

**Writing Skills Notes:** Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

### **HIST 260 (S) U.S. History Since the 1940s**

This course surveys the history of the United States since the 1940s. It will acquaint students with the key developments that defined the postwar order, focusing especially on the history of inequality, politics and public policy, social movements, and intellectual life. As students make their way through the course, they will learn to think historically in the broadest sense--situating texts within their social context, engaging with diverse and

unfamiliar perspectives, and gaining an appreciation for the complexity of human experience. In the process, students will tackle historical questions with contemporary relevance. What forces have made American society more or less equal, and how should equality be measured in the first place? How have race, class, and gender affected opportunities and outcomes for different Americans over time? To what extent have everyday people shaped the broader history of American capitalism, democracy, and social thought? To what extent have these broader developments shaped the lives of everyday people? Are we now living in an age of fracture or an age of liberation? The course will cover such topics as Cold War culture; the mass consumer economy; racial inequality, both Southern and Northern; the changing role of women at home and in the workplace; the global dimensions of the 1960s; the origins of the New Right; and the roots of modern polarization in conflicts over such issues as--busing, abortion, and privatization.

**Requirements/Evaluation:** attendance and participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (10 pages max)

**Prerequisites:** none, open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors or students with a demonstrated interest in U.S. History

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 261 (F)(S) America and the Cold War**

**Cross-listings:** HIST 261 PSCI 262 LEAD 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** one medium length paper, an in-class midterm and final exam, and a series of short assignments

**Prerequisites:** none; PSCI 202 is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 261 (D2) PSCI 262 (D2) LEAD 262 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership PSCI International Relations Courses

Fall 2021

LEC Section: 01 M 7:00 pm - 9:40 pm James McAllister, Richard H. Immerman

Spring 2022

LEC Section: 01 Cancelled

## **HIST 263 (F) The United States and the World, 1898 to the Present**

**Cross-listings:** LEAD 261 HIST 263

### **Primary Cross-listing**

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, pop quizzes, short papers, a midterm exam, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first- and second-year students, then History majors

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 261 (D2) HIST 263 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

**Not offered current academic year**

## **HIST 264 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

### **Secondary Cross-listing**

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

## **HIST 265 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

**Secondary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security+Environmental Health

Fall 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm April Merleaux

SEM Section: 02 TF 2:35 pm - 3:50 pm April Merleaux

**HIST 266 (F) The Roaring Twenties and the Rough Thirties**

**Cross-listings:** AMST 267 HIST 266

**Primary Cross-listing**

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

**Class Format:** This course will be taught remotely and will feature both asynchronous and synchronous instruction. Virtual course meetings will revolve around synchronous discussion and remote learners will be expected to attend class regularly and participate actively in each session held via Zoom (or a similar platform).

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** HIST and AMST majors as well as students with demonstrated interest in the material

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 267 (D2) HIST 266 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 270 (F) Sport and the Global Color Line** (DPE)

**Cross-listings:** HIST 270 LEAD 270 AFR 270

Primary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

**Prerequisites:** None.

**Enrollment Limit:** 40

**Enrollment Preferences:** Open to all students with completion of course admission survey if overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 270 (D2) LEAD 270 (D2) AFR 270 (D2)

**Difference, Power, and Equity Notes:** This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

Fall 2021

LEC Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

**HIST 273 (F) Going Nuclear: American Culture in the Atomic Age**

**Cross-listings:** SOC 224 HIST 273

Secondary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

**Requirements/Evaluation:** a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to sociology and history majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 224 (D2) HIST 273 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

### **HIST 274 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession**

**Cross-listings:** AMST 234 ENVI 247 AFR 234 HIST 274

#### **Secondary Cross-listing**

This sequential course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global and Caribbean studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 234 (D2) ENVI 247 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

### **HIST 275 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

**Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

**HIST 280 (S) Emancipation to BlackLivesMatter**

**Cross-listings:** AFR 280 HIST 280 LEAD 280

**Primary Cross-listing**

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with demonstrated interest in material

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 280 (D2) HIST 280 (D2) LEAD 280 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 281 (S) African American History, 1619-1865**

**Cross-listings:** AFR 246 HIST 281

Primary Cross-listing

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

**Requirements/Evaluation:** class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 246 (D2) HIST 281 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 284 (S) Introduction to Asian American History (DPE)**

**Cross-listings:** ASIA 284 HIST 284 ASST 284 AMST 284

Primary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

**Class Format:** discussion

**Requirements/Evaluation:** a series of short essays and a final oral history/family history

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option



**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 284 (D2) HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

**Difference, Power, and Equity Notes:** This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

Secondary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format. It will be offered in a "hybrid" format with synchronous class meetings and group discussion sections, offered in-person and remote.

**Requirements/Evaluation:** Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

**HIST 292 (F) History of Sexuality**

**Cross-listings:** REL 241 HIST 292 GBST 241 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of

sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

**Attributes:** HIST Group G Electives - Global History

Fall 2021

SEM Section: 01 TR 8:30 am - 9:45 am Saadia Yacoub

### **HIST 293 (F) The Global Uprisings of 1968-69 (DPE)**

In 1968 and 1969, social rebellions erupted around the world to an extent never seen before. Tens of millions of people joined protests, riots, strikes, and armed groups that confronted a wide range of oppressive systems. This course focuses on four key issues that were central these upheavals: the intersection of Black liberation and decolonization struggles; challenges to state policing and authoritarian practices; the valorization (and criminalization) of youth; and new practices of gender and sexual liberation. Most English-language scholarship about these movements has focused on Europe, the United States, and Mexico. In addition to studying events in these regions, this class integrates histories from Senegal, Pakistan, Congo, Uruguay, Vietnam, Egypt, Jamaica, and Japan to provide a broader global perspective. Although focused on just two years, the class locates the events of 1968-69 in the context of longer-term historical developments taking place before and afterward. Doing so allows us to assess the degree to which rebellions were borne of longstanding local conflicts, and the degree to which they were fueled by transnational connections (intellectual, personal, or political) between geographically-distant movements. Finally, the course explores how the rebellions of these two years changed the world that we live in today and what lessons they offer to those seeking systemic change in 2020.

**Class Format:** Course offered remotely. Students will be asked to upload short written or verbal assignments weekly, as well as participating in a group video-conference discussion once per week during class hours. Alternative options can be developed for students whose ability to participate in video-conference discussions is limited.

**Requirements/Evaluation:** Participation in weekly videoconference discussions; short written or oral weekly assignments; a 3-page written analysis of a primary source; and semester-long research project resulting in a 10-page paper or public history project.

**Prerequisites:** None, open to all.

**Enrollment Limit:** 15

**Enrollment Preferences:** In case of over-enrollment, preference will be given to History majors, Global Studies concentrators and those interested in social justice work.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the mass involvement of people in activities intended to create more equitable societies. We will analyze how historical actors from 1968-69 formulated differing conceptions of liberation and how to achieve it. Students also examine how social rebellions challenged existing structures of authority and created alternative forms of power. Throughout the class, students are asked to draw upon these historical examples to develop their own visions of equity and liberation.

**Attributes:** HIST Group G Electives - Global History

Not offered current academic year

### **HIST 301 (S) Approaching the Past: Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.

**Class Format:** discussion

**Requirements/Evaluation:** weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2022

SEM Section: F1 W 1:10 pm - 3:50 pm Scott Wong

### **HIST 301 (F) Approaching the Past: History, Theory, Practice**

This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those more recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by postmodernism in the 1980s and 1990s. Finally, we will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians do with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the various practices of history from the 1830s to the present.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, a 250-word position statement ("What is History?"), two 8- to 10-page interpretive essays, and a take-home final exam

**Prerequisites:** restricted to History majors and to sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** junior and senior History majors

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2021

SEM Section: A1 MW 7:00 pm - 8:15 pm Chris Waters

### **HIST 301 (S) Approaching the Past: Practices of Modern History**

What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians think about and come to know the past. Issues of historical truth, fact, and objectivity will be considered. And we

will discuss what questions to ask of different types of evidence, from material objects to oral histories. Next, we will explore how historians attempt to make sense of the past. We will consider the perspectives, scale, and categories of analysis that historians can bring to bear on the past, and how history can be written. Finally, the third section of the course will pose questions about the purposes, uses, and misuses of history. We will ask how historians might engage with those outside of academe; what moral and political responsibilities historians should assume; how history is related to memory making; and why history education has been so contentious. Each week, we will focus on some theoretical material as well as readings on a broad range of topics, across time and geography, that concretely illustrate the methodological issues at stake.

**Class Format:** remote

**Requirements/Evaluation:** class participation, response papers (500 words), two practicums/short essays (5 pages), and a final project (10 pages)

**Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 301 (S) Approaching the Past: Varieties of Historical Thinking**

This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why--or even if--we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

**Requirements/Evaluation:** in preparation for class discussion, students are required to produce a one-page reader response to the assigned reading each week, which will form the basis for class discussion. The student's grade is based on these reader responses and participation in class discussion.

**Prerequisites:** restricted to History majors and sophomores committed to majoring in History

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2022

SEM Section: K2 W 1:10 pm - 3:50 pm Thomas A. Kohut

### **HIST 301 (S) Approaching the Past: National, Transnational, and Postcolonial Histories**

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? How do these questions figure into histories of nations, colonialism, and anti-colonialism? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

**Class Format:** remote

**Requirements/Evaluation:** class participation, 10 short (2-page) papers, final presentation

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 301 (F) Approaching the Past: The Historian's Task**

What is the historian's task? In this seminar we will consider a variety of answers to this question by looking at how historians have practiced their craft from antiquity to the present. In the first half of the course, we will read historians from across the globe to see how the study of the past has differed across human societies from antiquity until the nineteenth century. What do their approaches have in common, and what distinguishes them? In the second half of the course we will investigate the modern historical tradition from the early twentieth century to the present, including the Annales school, economic and environmental history, microhistory, and subaltern studies. Throughout, we will discuss what lessons we can draw for our own practice as historians. Authors to be read include Herodotus, Ibn Khaldun, Ranke, Bloch, Guha among others.

**Requirements/Evaluation:** Participation, short papers, presentations, and a longer final paper.

**Prerequisites:** Restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** The course is designed for junior and senior History majors; sophomores may enroll with instructor consent

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2021

SEM Section: D2 MR 1:10 pm - 2:25 pm Alexander Bevilacqua

### **HIST 301 (S) Approaching the Past: The American Civil War**

How have historians told the story of the Civil War? Even before Lee's surrender at Appomattox Court house in the spring of 1865, historians and local communities strove to craft a coherent story of a war that left 620,000 soldiers dead and set enslaved people on a long road towards freedom. Civil War historiography has been reinvented numerous times in the last century. Biographies of Lincoln, of Generals--Union and Confederate still appear regularly. Historians of gender have tried to capture women's and queer people's experiences on the homefront and on the front lines. Histories of battles, of legislation, of the era's music, literature, and art all fill rows of shelves in Sawyer. We will not attempt to "understand" the Civil War. Rather we will examine a few very different histories of the event. We will read authors who center African Americans and authors who ignore them. We will read a biography and cultural history. We'll look at new attempts to tell local histories of the war through interactive web sites and film. We'll also study historical re-enactors, North and South. We will end with an examination of the recent struggles over Confederate Memorials. This course will be offered online. I encourage all students to schedule one on one office hour zoom meetings with me throughout the semester.

**Requirements/Evaluation:** Two presentations, two brief responses, one formal paper and/or a book review, and a final paper.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** senior History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 302 (F) Islamic Law: Past and Present**

**Cross-listings:** WGSS 243 ARAB 243 REL 243 HIST 302

### Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 243 (D2) ARAB 243 (D2) REL 243 (D2) HIST 302 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2021

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### HIST 303 (S) Food in the Middle East: A History (DPE)

**Cross-listings:** ARAB 303 HIST 303

### Primary Cross-listing

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

**Requirements/Evaluation:** attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 303 (D2) HIST 303 (D2)

**Difference, Power, and Equity Notes:** This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 am Febe Armanios

### **HIST 304 (F) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

#### **Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and a take-home final exam.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

### **HIST 305 (S) A History of Health and Healing in Africa (DPE)**

**Cross-listings:** HIST 305 AFR 304 GBST 305

#### **Primary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Benjamin Twagira

**HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** GBST 369 HIST 306 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10 -pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.



**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

**Primary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Class Format:** A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

**Requirements/Evaluation:** There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

### **HIST 308 (S) The Nile (DPE)**

**Cross-listings:** HIST 308 ARAB 308

**Primary Cross-listing**

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for

human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

**Requirements/Evaluation:** short papers and final project/paper

**Prerequisites:** none, though background in Middle East history is preferable

**Enrollment Limit:** 19

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 308 (D2) ARAB 308 (D2)

**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 309 (S) Fire and Ice: The History of Modern Iceland**

How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil's and Njal's Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation's independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: "Fögur er hlíðin," "Deyr fé, deyr frændr," "Þetta reddast," "dugleg/ur," and "Áfram Ísland." This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

**Requirements/Evaluation:** short papers and final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)**

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and

stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 20

**Grading:**

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **HIST 312 (F) The Mughal Empire: Power, Art, and Religion in India**

**Cross-listings:** GBST 312 REL 312 ASIA 312 ASST 312 HIST 312

Primary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, response papers/short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 312 (D2) REL 312 (D2) ASIA 312 (D2) ASST 312 (D2) HIST 312 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 313 (F) The People's Republic: China since 1949**

**Cross-listings:** ASST 313 HIST 313 ASIA 313

### Primary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Requirements/Evaluation:** active class participation, several short papers and a final research paper

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Expected Class Size:** 12-20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 313 (D2) HIST 313 (D2) ASIA 313 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

### HIST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

**Cross-listings:** HIST 314 ARTH 314 ASST 314 ASIA 314

### Primary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2) ASIA 314 (D2)

**Attributes:** ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### HIST 318 (F) Nationalism in East Asia

**Cross-listings:** PSCI 354 ASIA 245 HIST 318 ASST 245

**Secondary Cross-listing**

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

**Requirements/Evaluation:** two short papers; final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** in the following order, seniors, juniors, sophomores, then first-years

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 354 (D2) ASIA 245 (D2) HIST 318 (D2) ASST 245 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

**Not offered current academic year**

**HIST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319 ASIA 319

**Primary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Class Format:** Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2) ASIA 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

## HIST 320 (S) Emotions in Modern Japanese History

**Cross-listings:** ASIA 320 ASST 320 HIST 320

### Primary Cross-listing

Emotions have been integral to the human experience--to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

**Class Format:** remote with synchronous, seminar-style discussion

**Requirements/Evaluation:** class discussion; response papers; research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors; prospective majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 320 (D2) ASST 320 (D2) HIST 320 (D2)

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

## HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

**Cross-listings:** LEAD 321 ASST 321 HIST 321 ASIA 321

### Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Class Format:** remote with synchronous, seminar-style discussion

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

### **HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece**

**Cross-listings:** HIST 323 CLAS 323 LEAD 323

#### **Secondary Cross-listing**

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

**Class Format:** discussion

**Requirements/Evaluation:** contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

**Prerequisites:** none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 323 (D2) CLAS 323 (D1) LEAD 323 (D1)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 327 (S) A History of the German Democratic Republic**

This seminar is a cultural history of the German Democratic Republic that focuses on the lives and experiences of East Germans from 1949 to 1990 and beyond. The course relies heavily on primary sources, including films, works of literature and art, ego documents such as memoirs, diaries, and letters, as well as the documentary, *The Children of Golzow*, that covers the lives of a handful of East Germans from 1960 to 2007. Proceeding chronologically, the course will consider the emergence of the GDR out of the Second World War and the Third Reich between 1945 and 1950; the GDR during the 1950s, including the workers' uprising and the brief liberalization that occurred in its aftermath; the GDR in the shadow of the Wall during the 1960s; the GDR during the 1970s under Erich Honecker with its emphasis on consumerism; the GDR during the last decade of its existence during the 1980s with increasing economic stagnation, environmental degradation, popular disillusionment, and the ascendance of the Stasi state; and, finally, the collapse of the GDR and the subsequent experience of its former citizen in the Federal Republic of Germany after 1989.

**Requirements/Evaluation:** The course will be taught in a discussion format. Evaluation will be based upon participation in class discussion, two interpretative essays, each of approximately five pages, and a final eight-page paper due at the end of the semester.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Thomas A. Kohut

### **HIST 328 (S) The Making and Unmaking of the United Kingdom**

England may be a very old country, but the United Kingdom (technically the United Kingdom of Great Britain and Northern Ireland) is a relatively new concoction, newer in fact than the United States of America. Although James VI of Scotland ascended both the English and Irish thrones as James I in 1603, it was only in 1707 that the Acts of Union united the two separate kingdoms of Scotland and England into one nation, Great Britain. And it was only in 1800 that further Acts of Union brought Ireland into the fold, creating the United Kingdom of Great Britain and Ireland. This would itself only last until 1922 when, after bloody civil war, Ireland was partitioned, leaving only the northern six counties remaining in the United Kingdom. Largely through discussion, this course will explore the troubled making and unmaking of the United Kingdom since 1689. After considering the meaning of the nation, nationalism, and national identity, it will focus on specific moments in the history of that making and unmaking. Topics will include: the revolution of 1688-89 and subsequent Scottish Highland support for the discredited Jacobites (followers of ousted monarch, James II); Anglo-Scottish commercial interests that fueled the Acts of Union in 1707; the defeat of the Jacobites in the last battle on British soil in 1746; Anglo-Irish relations in the eighteenth century that fueled the creation of the United Kingdom in 1800 against the backdrop of the French Revolution; the nineteenth-century movement for Irish Home Rule, culminating in the Easter Rising in 1916 and the partition of the island; the more recent resurgence of Scottish and Welsh nationalism, leading to the establishment of the Welsh and Scottish parliaments and a referendum on Scottish independence; and, finally, the current dilemma of Northern Ireland. Although primarily a political history of the four nations that comprise the United Kingdom, the course will also focus on the cultural meanings of Britishness in the eighteenth century, the imperial dimensions of national belonging in the nineteenth century, multi-racial attempts to recast Britishness against the backdrop of postwar imperial decline, and recent, right-wing formations of Englishness in the context of the fragmentation of the United Kingdom and Britain's exit from the European Union.

**Class Format:** this is primarily a discussion course with the occasional lecture that will frame the material for discussion

**Requirements/Evaluation:** course evaluation will be based on regular attendance and participation in discussion, the preparation of four response papers/discussion agendas, the writing of two 6-8 page interpretive essays, and a final, take-home examination

**Prerequisites:** no prerequisites, although some familiarity with the contours of modern European history would be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** preference given to History majors

**Expected Class Size:** 12-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

### **HIST 329 (S) The History of Witch-Hunting and Witchcraft in Medieval and Early Modern Europe**

Between the fifteenth and eighteenth centuries, some 50,000 people--overwhelmingly women, but also some men and children--were hunted, prosecuted and executed for witchcraft all over Europe and its colonies. In this seminar, we investigate through the reading of primary and secondary sources why and how this phenomenon developed in the early middle ages, and then erupted and subsided in the early modern period. We also examine the various methodologies and arguments that historians have employed and debated over the past decades to try and explain why and how witch hunting, witchcraft beliefs and prosecutions influenced and impacted European cultures and societies. Lastly, the study of witch-hunting and witchcraft will also inform our understanding of its place in the religious, political, legal, social, and cultural development of medieval and early modern Europe, as well as of its connections to the histories of European persecution, heresy, antisemitism, gender and state formations, demonology, magic, and race.

**Requirements/Evaluation:** Participation. Three essays (750 words) on a primary source, a secondary source, and witchcraft trial. A 15 minute presentation to the class on a historical work of witchcraft scholarship. A research-paper prospectus and preliminary bibliography. A final 10-12 page research paper on a witchcraft topic of choice in consultation with the instructor.



**Prerequisites:** No prerequisites. Open to first-year students with permission of instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** History majors and students with demonstrated interest in European history.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Peter E. Starenko

### **HIST 330 (S) Reformations: Faith, Politics, and the World**

**Cross-listings:** HIST 330

**Primary Cross-listing**

The Protestant Reformation of the sixteenth century was one of the major transformations in the history of Christianity, a faith whose 2.2 billion adherents make it the largest religion in the world today. Martin Luther and his followers sparked a schism that changed what it meant to be a Christian, and, by various reckonings, helped to create the state as we know it, the modern self, capitalism and even, as an unintended consequence, secularism. As inhabitants of a post-Protestant society, we have much to learn about the world in which we live from studying the Reformation and its legacies. While considering classic interpretations, this seminar will also probe recent research on the plural Reformations: not just Protestant but also Catholic, and not solely the elite movement of Luther and John Calvin but also the Reformation of women and peasants. What was at stake in these sweeping transformations of what it meant to be a Christian? We will consider theological debates about human agency, the changing relationship of religion and the state, female mysticism, religious warfare, iconoclasm, the arrival of Protestantism in New England, and toleration. We will work intensively in Chapin Library, examining books of hours, Bibles, missals, psalters, and primers. The seminar will also visit WCMA and the Hancock Shaker Village. Authors to be read include Luther, Calvin, Teresa of Ávila, Jean Bodin, Ignatius of Loyola, and John Winthrop. Note: due to the constraints of rare-book research, enrollment is capped at 12.

**Requirements/Evaluation:** two short papers (5-7 pages) and a longer final paper (10-12 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 330 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

**Not offered current academic year**

### **HIST 331 (F) European Intellectual History from Aquinas to Kant**

The scholars and philosophers of early modern Europe set the agenda for much of modern thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan, Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.

**Requirements/Evaluation:** attendance and participation; two short papers; a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** juniors and senior History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern PHIL Related Courses

Not offered current academic year

### **HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

#### **Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course. After Thanksgiving, the final course readings will be discussed remotely via Zoom. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of four 500-word response papers on the readings (chosen by the students), two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 8-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 335 (F) Weimar Germany**

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in

Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

**Class Format:** This course will be taught via discussion conducted entirely remotely in bi-weekly Zoom class meetings.

**Requirements/Evaluation:** participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with background in European history, or History majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 336 (S) National-Socialist Germany**

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the *Volksgemeinschaft*; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

**Class Format:** discussion

**Requirements/Evaluation:** active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 337 (F) After Stalin: Soviet History from "Thaw" to Collapse**

**Cross-listings:** HIST 337 RUSS 337

Primary Cross-listing

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule inflicted on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life

into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

**Requirements/Evaluation:** active class participation, two short essays (2-3 pages), and three long essay (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History Majors

**Expected Class Size:** 10-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 337 (D2) RUSS 337 (D2)

**Attributes:** GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 338 (F) The History of the Holocaust**

**Cross-listings:** HIST 338 JWST 338 REL 296

Primary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **HIST 339 The German Democratic Republic: A Cultural History**

This course is a history of the German Democratic Republic largely as experienced by its citizens. Using primarily cultural documents, novels, films,

works of art, and documentaries, along with more traditional historical documents, the course will seek to reconstruct and analyze the experience of East Germans from 1945 until 1989 and beyond. Topics to be considered include the legacy of the Third Reich and the lost war, the founding of the socialist state, the impact of Marxist ideology on the lives of East Germans, the Ulbricht era, the impact of the building of the Wall in 1961, the Honecker era and the emergence of the Stasi state, the end of the GDR in 1989, and the experiences of East Germans in unified Germany.

**Requirements/Evaluation:** Two interpretative essays and a longer final paper.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, juniors, sophomores, in that order

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 341 (F) Collapse: The Fall and Afterlife of the Soviet Union**

**Cross-listings:** HIST 341 RUSS 341

Primary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. In the years that followed, the Soviet Union's fifteen national republics splintered overnight into more than a dozen nation states along uneven and highly contest ethnic lines. In Russia, Boris Yeltsin assumed office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. Russian nationalism replaced Soviet internationalism as a guiding national idea. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. Three themes will occupy a prominent place in the course: political-economy, nationalism, and identity. By semester's end, students will have acquired the content and analytical literacy to place the former Soviet Union in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

**Class Format:** Each week, students will watch a pre-recorded asynchronous lecture that will provide context for the readings due that week. Students will be assigned to a small group of no more than 5 students which will "meet" with the instructor for a weekly, tutorial-style discussion on Zoom.

**Requirements/Evaluation:** active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 341 (D2) RUSS 341 (D2)

**Attributes:** GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 342 (S) Sounds and Pressures: Music in the 1970s Caribbean**

**Cross-listings:** AFR 327 HIST 342 MUS 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** AFR concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) HIST 342 (D2) MUS 327 (D2)

Not offered current academic year

### **HIST 346 (F) Modern Brazil (DPE)**

**Cross-listings:** AFR 346 HIST 346

**Primary Cross-listing**

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

**Class Format:** discussion

**Requirements/Evaluation:** class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Latino/a Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 346 (D2) HIST 346 (D2)

**Difference, Power, and Equity Notes:** The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Fall 2021

LEC Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

**HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Class Format:** remote

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

**HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2021

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

Spring 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Sofia E. Zepeda

### **HIST 353 (F) Controversies in American Thought**

This course will explore some of the most explosive controversies to shape modern America -- from debates over Darwinism to the so-called 'culture wars' -- through the lens of intellectual history. Students will examine how the emergence of new ideas about science, capitalism, democracy, race, and gender have fueled divisive conflict in the United States since the mid-19th century. In the process, they will wrestle with invigorating intellectual critiques of American life, while thinking historically about the transformative power of ideas, both academic and popular. The course will cover debates over such topics as: the purpose of higher education; eugenics and evolutionary theory; 'madness' and femininity; the nature of truth; social democracy and modern capitalism; immigration and nationalism; racial identity and inequality; and the state of intellectual life today.

**Requirements/Evaluation:** Participation in group discussion; five informal response papers (350-450 words); two short essays (4-6 pp); final paper (8-10 pp).

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, and students with a demonstrated interest in the history of American thought.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 TR 11:20 am - 12:35 pm Casey D. Bohlen

### **HIST 354 (F) The Revolutionary Generation: Galaxy of Leaders**

**Cross-listings:** LEAD 285 PSCI 285 HIST 354

**Secondary Cross-listing**

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 12

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science



**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 285 (D2) PSCI 285 (D2) HIST 354 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2021

SEM Section: 01 TF 2:35 pm - 3:50 pm Susan Dunn

### **HIST 355 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

#### **Secondary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 361 (D2) LEAD 361 (D2) HIST 355 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Richard H. Immerman

### **HIST 358 (S) The Roosevelt Style of Leadership**

**Cross-listings:** LEAD 325 HIST 358

#### **Secondary Cross-listing**

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were the ideas behind TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies and especially the writings and speeches of TR, FDR, and ER, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

**Requirements/Evaluation:** Participation in class discussions, oral reports, several short papers and one research paper.

**Prerequisites:** Courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

**Enrollment Limit:** 12

**Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 325 (D2) HIST 358 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Susan Dunn

### **HIST 360 (F) Mapping North America: Critical Cartographies (DPE)**

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

**Class Format:** Remote class. Class will center on weekly Zoom discussions in a seminar format, plus virtual one-on-one discussions with the instructor about writing projects.

**Requirements/Evaluation:** class discussion, response papers, short analytic essays, final project

**Prerequisites:** one History or American Studies course

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore, junior, and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)**

**Cross-listings:** HIST 361 AMST 360

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will

take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** will alternate with seminar-type discussion of readings

**Requirements/Evaluation:** active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomore, junior, and senior History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 361 (D2) AMST 360 (D2)

**Difference, Power, and Equity Notes:** This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

**HIST 362 (S) Indigenous Women's History** (DPE) (WS)

**Cross-listings:** WGSS 324 AMST 324 HIST 362

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies, History, and Women's Studies, Gender and Sexuality majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 324 (D2) AMST 324 (D2) HIST 362 (D2)

**Writing Skills Notes:** With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

**Difference, Power, and Equity Notes:** We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

### **HIST 366 (S) What They Saw in America**

**Cross-listings:** SOC 244 AMST 244 HIST 366

#### Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

### **HIST 367 (S) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

#### Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** recommended for students with sophomore standing or above

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

### **HIST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

#### **Primary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

### **HIST 370 (F) The Caribbean and the World: 1945-1968**

**Cross-listings:** AFR 370 HIST 370

#### **Secondary Cross-listing**

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were

beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 370 (D2) HIST 370 (D2)

Not offered current academic year

### **HIST 372 (F) The North American West: Histories and Meanings**

This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West." With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous Indigenous presence to the present day, this region poses foundational questions about the construction of American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? What if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans narratives of western "individualism" fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

**Class Format:** In Fall 2021, history majors may take this course for 400-level credit with the permission of the instructor. Students who do so will be expected to complete a major research project instead of the shorter research paper that students taking the class at the 300-level will complete. Please contact Prof. Merrill for more information on this option.

**Requirements/Evaluation:** class participation; 3 brief writing assignments (2-4 pages); one 6-8 page research paper, based on a primary source; 24-hour take-home exam.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2021

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

### **HIST 373 (S) Sites of Memory and American Wars**

This course will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. We will ask such questions as: How and why have the memorializations of wars in America changed over time? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do sites of memory tell us about history, about society's views of wars and of soldiers, and about America? We will look at these questions both throughout U.S. history and through case studies, including the American Civil War, the wars against indigenous nations, World Wars I and II, and Vietnam.

**Requirements/Evaluation:** short papers, one longer research paper, and presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)**

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

**Requirements/Evaluation:** four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

### **HIST 378 (F) American Conservatism**

**Cross-listings:** HIST 378 REL 258

Primary Cross-listing

This course traces the history of modern conservatism in the United States, from the early 20th century to the present. Students will examine the key ideas, leaders, and social movements that fueled and defined the rise of the modern right, broadly construed. In the process, they will go beyond electoral politics, exploring the relationship between conservatism and American life more broadly - especially in the realms of race relations, gender and sexuality, religion, and capitalism. Students will be asked to think historically, considering how the right rose from obscurity to political

ascendance over the course of the 20th century. And they will be asked to engage theoretically, considering what (if anything) has defined conservatism in principle and in practice. In the process, they will examine such topics as Christian fundamentalism; anti-New Deal organizing; Cold War nationalism; the GOP's 'Southern Strategy;' law and order politics; anti-feminism and the culture wars; neoliberal economics; and neoconservative foreign policy.

**Class Format:** This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through Zoom (or a similar program).

**Requirements/Evaluation:** Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 378 (D2) REL 258 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 379 (S) Black Women in the United States (DPE)**

**Cross-listings:** HIST 379 WGSS 379 AFR 379

Primary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year



### **HIST 380 (F) Comparative American Immigration History (DPE)**

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

**Class Format:** This class will be REMOTE

**Requirements/Evaluation:** a series of papers and a final oral history or family history

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** I am hoping to teach this course in two sections of 10-12 students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

### **HIST 381 (S) The Legal History of Asian America (DPE)**

**Cross-listings:** HIST 381 AMST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

**Requirements/Evaluation:** two-5- to 7-page essays, one final paper of 15 pages

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** If the class is over-enrolled, History majors will be given preference.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 381 (D2) AMST 381 (D2)

**Difference, Power, and Equity Notes:** This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present. In the Spring of 2022, History majors may take this course for 400-level seminar credit with permission from the instructor. The workload will be increased for those students.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong

### **HIST 383 (F) Religion and American Capitalism**

**Cross-listings:** REL 283 HIST 383

Secondary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or breed selfishness and sin? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holier to renounce worldly wealth or crusade against poverty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

**Class Format:** This course will be hybrid -- accessible to both on-campus and fully remote students. It is designed as a seminar, in which course meetings will revolve around synchronous discussion. Remote learners will be expected to digitally attend and participate in those meetings through Zoom (or a similar program).

**Requirements/Evaluation:** Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and History majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 283 (D2) HIST 383 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

#### **HIST 384 (F) Selected Topics in Asian American Studies (DPE)**

**Cross-listings:** ASIA 384 AMST 384 HIST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

**Requirements/Evaluation:** papers

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors first, then anyone

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 384 (D2) AMST 384 (D2) HIST 384 (D2)

**Difference, Power, and Equity Notes:** This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2021

LEC Section: 01 MR 2:35 pm - 3:50 pm Scott Wong

#### **HIST 385 (S) Latinx Politics in New York City and Beyond (DPE)**

**Cross-listings:** HIST 385 LATS 385

**Primary Cross-listing**

Latinas and Latinos have long sought inclusion in the U.S. polity and society. The meanings and terms of inclusion have shifted historically, as have the methods for seeking that inclusion. This course explores activism that has included community building to meet immediate needs, social service approaches, community-based organizing, political and social movements, and participation in pre-existing unions and political groups, as well as electoral politics. At times working within existing structures, Latinx communities have also questioned and challenged those existing structures. Activists have addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LGBTQ+ visibility and rights, as well as others. New York City has long been home to a diverse group of Latinas and Latinos, and provides an important lens to Latinidades and to the politics of recognition, inclusion, and radical transformation. For final projects, students will select a contemporary issue to explore in greater depth and/or explore Latinx politics in another community.

**Class Format:** This is a discussion-based course, so reading and full participation is important. Taught hybrid style, the format of the course will depend on enrollments and be flexible. My initial plan is to teach one class session all remote and then divide the class into two discussion sections--one in person and one remote. The remote discussion section will have a day and time to be determined based on schedules.

**Requirements/Evaluation:** Class participation including short writing assignments, two essays of 4-5 pages each, final project of 7 to 10 pages, and final presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 385 (D2) LATS 385 (D2)

**Difference, Power, and Equity Notes:** This course explores how Latinx communities have sought inclusion in the U.S. polity and society, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also challenged those structures and power relations. Questions of difference, power and equity are explored at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

**HIST 386 (S) Latinas in the Global Economy: Work, Migration, and Households**

**Cross-listings:** HIST 386 WGSS 386 LATS 386

**Secondary Cross-listing**

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

**Class Format:** discussion

**Requirements/Evaluation:** class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

**Prerequisites:** open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 386 (D2) WGSS 386 (D2) LATS 386 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **HIST 388 (F) Decolonization and the Cold War**

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Not offered current academic year

### **HIST 389 (S) The Vietnam Wars (DPE)**

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

Primary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Class Format:** This course will be fully remote. The course format will prioritize synchronous discussions and small group work via Zoom.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 389 (D2) HIST 389 (D2) ASIA 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

**Attributes:** HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

### **HIST 390 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies (DPE)**

**Cross-listings:** HIST 390 STS 302

#### Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

**Class Format:** The course will be held remotely

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 390 (D2) STS 302 (D2)

**Difference, Power, and Equity Notes:** The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

**Attributes:** HIST Group G Electives - Global History STS Senior Seminars

Not offered current academic year

### **HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)**

**Cross-listings:** GBST 391 ASST 391 ASIA 391 HIST 391

#### Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research

(10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 391 (D2) ASST 391 (D2) ASIA 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

### **HIST 393 (S) Sister Revolutions in France and America**

**Cross-listings:** LEAD 212 HIST 393

Secondary Cross-listing

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

**Requirements/Evaluation:** three papers, several class presentations, and active participation in class discussions

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with backgrounds in American history, French history or Political Science

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 212 (D2) HIST 393 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 394 (S) The History of Panics**

What is a panic? This course takes up questions of what has defined, caused, and shaped panics of various kinds--political, societal, moral, medical, and financial. We will consider what has fueled panics, what has prevented them, what their effects have been, how they have ended, who has panicked, who has been the victim of panics, and what has distinguished premodern from modern incarnations of the phenomenon. Central themes will include the relationship between panics and emotions (anxiety, fear, insecurity, irrationality, hysteria), communication (rumor, gossip, mass media),

technology (electricity, vaccines, the computer), and violence (persecution, revolution, psychological torment). With a multidisciplinary approach informed by sociology, economics, psychology, and history, our examination will span different times and different places and will encompass with hunts of many sorts, infectious diseases, financial crises, cultural scares, and more.

**Requirements/Evaluation:** class participation, response papers, one short 5-page paper, and a research paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 395 (F) Signs of History**

**Cross-listings:** HIST 395 ENGL 395 COMP 395

Secondary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

**Requirements/Evaluation:** two papers, one 6 and one 10-12 pages in length, and general participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, History and German majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 395 (D2) ENGL 395 (D1) COMP 395 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

### **HIST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

Primary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives JWST Elective Courses

Not offered current academic year

### **HIST 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals**

**Cross-listings:** REL 321 HIST 411 ARAB 411

Primary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

**Requirements/Evaluation:** several short response papers and a 20- to 25-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, especially History and Arabic Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 321 (D2) HIST 411 (D2) ARAB 411 (D2)

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

### **HIST 416 (F) The Many Lives of Tokyo (WS)**

**Cross-listings:** ASIA 317 HIST 416

Primary Cross-listing

The city of Tokyo has had many lives from its early modern founding as the shogun's capital of Edo to its contemporary incarnation as a global megacity. This seminar explores how and why the city has changed--how an unassuming fishing village was transformed over four centuries into a vibrant early modern city of over a million people, the heart of a modern nation and metropole of an expansive empire, an emblem of urban cosmopolitanism, and a sprawling metropolis. Our focus will be on how people have lived, conceived, and shaped Edo/Tokyo. We will consider how different and various people have moved through the city; where and how they have lived, worked, and enjoyed themselves; how they have interacted with the natural and built environments; and how they have expressed their discontents with, and aspirations for, the city. Topics to be examined include: physical expansion, urbanization, and suburbanization; destruction and reconstruction from fires, earthquakes, and war; cultivation of opportunities to consume; and creation of urban popular cultures. The centerpiece of the seminar is the research and writing of a substantial and original paper that delves into a question of interest to you about the history of Tokyo.

**Requirements/Evaluation:** class participation, discussion posts, response papers, and a research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Asian Studies concentrators

**Expected Class Size:** 10



**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 317 (D2) HIST 416 (D2)

**Writing Skills Notes:** In addition to gaining fluency with shorter pieces of writing such as response papers, students will work on the research paper in stages. This will include the writing of drafts which will be workshopped with classmates. Students will also receive timely and substantial feedback on all of their writing from the professor.

**Attributes:** GBST East Asian Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Eiko Maruko Siniawer

### **HIST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)**

**Cross-listings:** REL 335 HIST 434 JWST 434

#### **Primary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

**Requirements/Evaluation:** class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

**Not offered current academic year**

### **HIST 443 (S) Race and Ethnicity in Latin America**

**Cross-listings:** AFR 383 HIST 443

#### **Primary Cross-listing**

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

**Requirements/Evaluation:** class participation, one short paper, and a substantial (20-25 page) research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latino/a Studies concentrators

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 383 (D2) HIST 443 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

### **HIST 453 (S) Women, Gender, and Social Movements in U.S. History**

**Cross-listings:** HIST 453 WGSS 453

Primary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

**Requirements/Evaluation:** 20- to 25-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 453 (D2) WGSS 453 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 454 (F) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

Secondary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty, as well as of decolonizing museums; the complex dynamics of collaboration; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Class members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local field trips to museums, libraries, and archives with pertinent collections.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats will be reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D2)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 R 10:00 am - 12:50 pm Christine DeLucia

**HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)**

**Cross-listings:** HIST 455 AMST 455

**Primary Cross-listing**

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 preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

**Requirements/Evaluation:** active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 455 (D2) AMST 455 (D2)

**Difference, Power, and Equity Notes:** This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 456 (S) Civil War and Reconstruction**

**Cross-listings:** AMST 456 HIST 456 AFR 385

Primary Cross-listing

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. The seminar begins with the build up of sectional antagonism culminating in the secession of the lower South in 1860-61 and the outbreak of civil war. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

**Class Format:** This seminar will be a discussion course. This era was the formative period for many of the issues we face as a society today, and the roots of these present-day problems must be discussed openly and thoroughly by all members of the seminar.

**Requirements/Evaluation:** class participation, two short essays during the semester, and a substantial research paper based at least in part on primary source materials due at the completion of the seminar.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to History majors needing a 400-level course to complete their major requirements.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 456 (D2) HIST 456 (D2) AFR 385 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

### **HIST 457 (S) Floridas (DPE) (WS)**

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do

people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

**Requirements/Evaluation:** class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors and History majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 462 (F) For the Soul of Mankind: The Cold War and American Foreign Relations**

The United States emerged from the Second World War with unprecedented power and influence; for the first time it was poised to take on a level of global leadership that it had long shirked. Yet the U.S. faced an uncertain world, marked by the ascendance of the communist-led Soviet Union as a rival superpower, the impending decolonization of European empires, the emergence of a nuclear arms race, and a host of changes to domestic American life. What ensued was a 45-year Cold War--a battle for the soul of mankind--marked by American officials' relentless determination to combat the threat of communism at home and abroad. This course explores a range of scholarly approaches to that conflict, focusing on high-level diplomacy, hot wars, propaganda, the cultural cold war, and more. In addition to reading and discussing works that exemplify key approaches to studying America's Cold War, students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on a Cold War-related topic of their choosing.

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced history majors

**Expected Class Size:** 10-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica Chapman

### **HIST 468 (F) Race, Empire, and the Birth of the American Century (DPE)**

**Cross-listings:** HIST 468 AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

**Requirements/Evaluation:** a series of weekly papers and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** must be a History or American Studies major

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** History department senior seminar

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 468 (D2) AMST 468 (D2)

**Difference, Power, and Equity Notes:** The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

### **HIST 471 (S) Comparative Latina/o Migrations**

**Cross-listings:** HIST 471 LATS 471

#### **Secondary Cross-listing**

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

**Class Format:** discussion

**Requirements/Evaluation:** class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Latina/o Studies concentrators

**Expected Class Size:** 8-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 471 (D2) LATS 471 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

**Not offered current academic year**

### **HIST 476 (F) CAPSTONE: Black Radicalism**

**Cross-listings:** AFR 476 HIST 476

### Secondary Cross-listing

*Amandla! Black Power! Venceremos! A Luta Continua!* Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

**Requirements/Evaluation:** student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators; History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 476 (D2) HIST 476 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group A Electives - Africa HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

### HIST 478 (S) Cold War Landscapes

**Cross-listings:** AMST 478 ENVI 478 HIST 478

#### Primary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

**Requirements/Evaluation:** class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST

Spring 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

**HIST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2021

TUT Section: T1 TBA Benjamin Twagira

**HIST 481 (S) History of Taiwan (WS)**

**Cross-listings:** ASIA 413 HIST 481

**Primary Cross-listing**

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor



resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 413 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Spring 2022

TUT Section: T1 TBA Anne Reinhardt

### **HIST 482 (F) Race and American Foreign Relations (WS)**

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to reckon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

**Class Format:** This tutorial can be taken entirely remotely. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** None, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Not offered current academic year

### **HIST 483 (S) Sport and Diplomacy (DPE) (WS)**

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a

critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

**Class Format:** This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

**Requirements/Evaluation:** Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with some prior course work in foreign relations and/or international history

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

**Difference, Power, and Equity Notes:** Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

#### **HIST 484 (F) Victorian Psychology from the Phrenologists to Freud (WS)**

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

**Class Format:** Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

**Requirements/Evaluation:** Students will meet with the instructor in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Fulfills the department's seminar requirement for graduation with a degree in History

**Distributions:** (D2) (WS)

**Writing Skills Notes:** As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2021

TUT Section: T1 TBA Thomas A. Kohut

## **HIST 485 (S) Freud: A Tutorial (WS)**

**Cross-listings:** PSYC 158 HIST 485

### **Primary Cross-listing**

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

**Class Format:** students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

**Requirements/Evaluation:** student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** fulfills History's 400-level graduation requirement

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 158 (D2) HIST 485 (D2)

**Writing Skills Notes:** As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

**Not offered current academic year**

## **HIST 486 (F) Islam in European Culture from Muhammad to Modernity**

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

**Requirements/Evaluation:** Five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations.

**Prerequisites:** History majors; juniors and seniors.

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, a statement of interest will be requested.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2021

TUT Section: T1 TBA Alexander Bevilacqua

### **HIST 487 (S) Archive Stories (WS)**

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

**Prerequisites:** open to all junior and senior History majors and others with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group G Electives - Global History

Not offered current academic year

### **HIST 488 (F) Fictions of African American History (DPE) (WS)**

**Cross-listings:** HIST 488 AMST 488

**Primary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnut, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Requirements/Evaluation:** Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

## **HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)**

**Cross-listings:** HIST 490 JWST 490

### **Primary Cross-listing**

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has become a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written paper on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2022

TUT Section: T1 TBA Alexandra Garbarini

## **HIST 491 (F) The Suburbs**

**Cross-listings:** AMST 490 HIST 491 ENVI 491

### **Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) HIST 491 (D2) ENVI 491 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 492 (S) Revolutionary Thought in Latin America**

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?

**Class Format:** students will meet with the instructor in pairs for an hour each week

**Requirements/Evaluation:** each student will write and present a 5- to 7- page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### **HIST 493 (F) Senior Thesis: Research Seminar**

This seminar is intended solely for writers of senior theses during their first semester. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

**Requirements/Evaluation:** class participation and completed written work, and will determine if a student will continue in the thesis program

**Prerequisites:** limited to seniors accepted into the History Department's Thesis Program

**Enrollment Limit:** none

**Enrollment Preferences:** limited to seniors accepted into the History Department's Thesis Program

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2021

HON Section: 01 TF 2:35 pm - 3:50 pm Alexandra Garbarini

### **HIST 494 (F)(S) Senior Thesis: Writing Seminar**

This seminar is a continuation of HIST 493, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award *Honors* or *Highest Honors*

**Requirements/Evaluation:** participation and completed written work

**Prerequisites:** successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program

**Enrollment Limit:** None

**Enrollment Preferences:** limited to seniors accepted into the History Department's Thesis Program

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2021

HON Section: 01 MW 8:25 pm - 9:40 pm Alexandra Garbarini

Spring 2022

HON Section: 01 TF 2:35 pm - 3:50 pm Alexandra Garbarini

### **HIST 495 (S) Stalinism (WS)**

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

**Class Format:** TBD

**Requirements/Evaluation:** Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)



**Writing Skills Notes:** Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

#### **Primary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Class Format:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **HIST 497 (F) Independent Study: History**

History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2021

IND Section: 01 TBA Roger A. Kittleson

## HIST 498 (S) Independent Study: History

History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2022

IND Section: 01 TBA Roger A. Kittleson

## Winter Study -----

### HIST 10 (W) The Mohawk Trail: History Here and Everywhere

**Cross-listings:** HIST 10 AMST 10 ENVI 10

#### Primary Cross-listing

History is everywhere, all around you, no matter where you are. That's because history happens in place, and in specific places. Some places are spoken of as particularly "historical" but every place has its stories. This Winter Study course will use the case study of the Mohawk Trail road and region to explore the ways that history happens in place. Students will learn how to see the past all around them and apply these skills to a particular place of their choosing, whether along the Mohawk Trail, in or around the local Williamstown area, their hometown, or any other place they know well. We will meet twice a week for four hours where we'll discuss readings, visit places along the Mohawk Trail, and practice the various skills of reading the landscape to better understand the past. Throughout the course students will analyze and conduct research on their particular place, present their preliminary findings to the class, and either write a traditional final research paper or produce a creative project. During the regular semester it might seem that the past is preserved in written documents and conveyed in books. That's true but there are all sorts of ways that we can see the past in place outside the classroom. This is what we'll explore together in this course.

**Requirements/Evaluation:** research a particular place & present findings to the class; option to write a final research paper or to produce a creative project based on their analysis & research

**Prerequisites:** none

**Enrollment Limit:** 11

**Enrollment Preferences:** student questionnaire

**Grading:** pass/fail only

**Unit Notes:** Chris Slaby is currently a Ph.D. candidate in the American Studies Program at the College of William & Mary, where he is writing a dissertation on the history of the Mohawk Trail and Mohican Homelands. His scholarship exists at the intersection of Native American and Indigenous Studies and the environmental humanities.

**Materials/Lab Fee:** none

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 10 AMST 10 ENVI 10

Winter 2022

LEC Section: 01

### HIST 12 (W) Civil Disobedience

**Cross-listings:** HIST 12 REL 12

#### Primary Cross-listing

Are citizens obligated to obey unjust laws? When are they justified in breaking them? Is civil disobedience an effective political strategy? Does it matter, or is bearing witness against injustice enough? And who gets to determine whether a law is 'unjust' in the first place? Such questions have long bedeviled those looking to transform our world. In this course, students will grapple with their many answers. In a seminar-style format, we will explore case studies of civil disobedience in the United States, reflecting on the history of its theory and practice. In the process, we will pay particular attention to how religion has shaped civil disobedience in the U.S. context. Sources will include classic texts, films, and guest speakers. We will meet two mornings per week, for a total of six hours. Students will be evaluated based on their participation and a final project.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** in order of seniority, with a preference for History and Religion majors

**Grading:** pass/fail only

**Materials/Lab Fee:** none

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 12 REL 12

Winter 2022

LEC Section: 01 TBA Casey D. Bohlen

### **HIST 13 (W) Eyewitness to the Civil Rights Movement: Mississippi 1964-65**

During sixteen months in 1964-65 I worked as a civil rights organizer in rural Mississippi with the Student Non-violent Coordinating Committee (SNCC). I witnessed and aided in the heroic efforts by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. I met relatively uneducated people with the stature of giants. What I encountered was an apartheid America--a vicious police state reinforced by government and vigilante violence--beyond the understanding of most Americans and certainly beyond the imagination of young people today. The course will explore this transformative moment in recent American history thru documentary film, popular music of the time and class discussion. Topics include nonviolence and armed self-defense, the role of the black church, women and whites, Malcolm X and Black Power and the third party politics of the Mississippi Freedom Democratic Party. Students will read and discuss three books. It is the intent of the instructor to convey the immediacy that only first person experience can convey.

**Requirements/Evaluation:** final project or presentation; participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** random drawing

**Grading:** pass/fail only

**Unit Notes:** Chris Williams worked as the college architect for many years. Now retired, he lives with his wife and hound dog on the backroads of Vermont.

**Materials/Lab Fee:** none

Winter 2022

LEC Section: 01 TBA Chris Williams

### **HIST 14 (W) Game of Thrones, ca. 850 BCE: Empire, Religion, & Palace Intrigue in the Neo-Assyrian Reliefs @ WCMA**

Two mysterious stone reliefs at WCMA once decorated Ashurnasirpal II's palace at ancient Kalhu in the heart of the world's first empire. They prompted one scholar to remark on their "calculated frightfulness," yet religion, scholarship, fashion, epic poetry, love, sex, and court intrigue also kept company with the reliefs in their original setting. Using Williams' own Mesopotamian collection, this multidisciplinary course explores the reliefs in both ancient and modern contexts: the 3rd millennium BCE clay "cones" of Gudea of Lagash, celebrating the construction of a new temple; the missionary movement that led Williams alum D. W. Marsh (class of 1842) to Iraq, friendship with the archaeologist A.H. Layard (who excavated the palace); and Marsh's donation of the reliefs to Williams. We consider the ethics of museum collection, the artistic heritage of the Iraqi people, the devastation of Nimrud by ISIS, and coming full circle, the 2019 WCMA exhibit in which Iraqi-American artist Michael Rakowitz recreated reliefs that had been lost, stolen or destroyed. The course emphasizes hands-on experience--from reading the "Epic of Gilgamesh" (for literary and cultural clues), studying Ashurnasirpal's "Banquet Stele" (describing the ancient world's most lavish party), writing cuneiform on clay, and a celebratory Mesopotamian feast. The course closes with an overnight field trip for a private tour of Yale's Babylonian Collection, the Yale University Museum of Art, and New Haven pizza. A three-part "Flash Akkadian" course, offered separately and open to the community, teaches students to decipher and completely translate the cuneiform inscription on a Shalmaneser III brick from the palace. HIST 14 meets for 2-hour sessions twice-weekly. Wide-ranging final projects, which may include attending "Flash Akkadian," will be chosen in consultation with the instructor.

**Class Format:** afternoons

**Requirements/Evaluation:** multiple short, written class presentations count toward the final project of a 10-page paper or its equivalent on a subject chosen in consultation with the instructor

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** in consultation with the instructor

**Grading:** pass/fail only

**Unit Notes:** Alison Acker Gruseke is a Williams graduate (1982), former book editor, and now holds a PhD from Yale's department of Religious Studies. She specializes in the study of the Hebrew Bible (Old Testament), including its ancient religious, political, literary, cultural, historical, and geographical contexts. She has taught and lectured in both undergraduate and graduate settings, including at Williams.

**Materials/Lab Fee:** \$420

Winter 2022

LEC Section: 01 TBA Alison A. Gruseke

### **HIST 15 (W) Homer in Vietnam**

This course will examine the impact of combat trauma on American soldiers during the war in Vietnam, and how that trauma affected their return to the United States. We will read two books that explore these issues through lens of Homer's *Iliad* and *Odyssey*, Jonathan Shay's *Achilles in Vietnam* and *Odysseus in America*. We will discuss how Homer's classics have come to represent the trauma of war and coming home from the Trojan War to the current wars in the Middle East and beyond. In addition to discussing these two books, we will also view a number of films that address these issues. The class will be primarily based on the readings and films.

**Class Format:** afternoons

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** military veterans will be given priority should the class be overenrolled

**Grading:** pass/fail only

**Materials/Lab Fee:** none

Winter 2022

LEC Section: 01 TBA Scott Wong

### **HIST 16 (W) Grey Matter TV**

**Cross-listings:** HIST 16 DANC 16 ARTS 15

**Primary Cross-listing**

Students will work collaboratively to contribute a segment to Grey Matter TV, an experimental television series which weaves together past and present stories of Williamstown MA, as creative disruption to the settler colonial mythologies that shape it. Blending narrative and documentary, Grey Matter TV takes its name from both the local Greylock Mountain and the material in the brain that controls memory and perception, asking hyper-local questions about race, class, and belonging in white-majority small New England towns. The show is co-created by artist Sacha Yanow, a white jewish queer whose parents moved from NYC to Williamstown to raise kids; and Bilal Ansari, a Black Muslim chaplain and community organizer whose family goes back three generations in Williamstown. The 5-episode show is anchored by a scripted scene set in 1905 Williamstown, which tells the story of White Oaks--a once vibrant enclave for formerly enslaved people, Indigenous peoples and multiracial residents--and the church founded by Williams College professor Albert Hopkins to "clean up the neighborhood". Each episode goes on to unpacks its themes in a broader historical and present day context through a variety of interwoven segments. This winter study course will engage students in the research and production of a segment for the show. It will focus on a specific topic within the overall themes of the show to be determined collectively, and will involve hybrid forms of storytelling. The class will film the segment in the black box theater at the 62 Center and off- site at historically relevant places in the town. Required Readings

Butler, Judith. *Frames of War: When Is Life Grievable?* (Excerpts) Appadura, Arjun. *Fear of Small Numbers.* (Excerpts) Jones, R. William. *Is God A White Racist?* (Excerpts) Stockbridge-Munsee Community. *A Brief History of the Stockbridge-Munsee Community.* Stoler, Ann. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense.* (Excerpts)

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is over-enrolled, students will be chosen based on responses to an emailed questionnaire

**Grading:** pass/fail only

**Unit Notes:** Born and raised in Williamstown and based in NYC, Sacha Yanow is a performance artist and actor. Their recent solo performances are experimental and embodied portraits of the inner lives of archetypal family figures as a way to connect to estranged personal and cultural histories. They have been presented by venues including Danspace Project, Joe's Pub, and the New Museum in NYC; PICA's TBA Festival/Cooley Gallery Portland, OR; and Festival Theaterformen in Hanover, Germany.

**Materials/Lab Fee:** none

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 16 DANC 16 ARTS 15

Winter 2022

LEC Section: 01 TBA Sacha Yanow, Bilal W. Ansari

### **HIST 17 (W) The 16th- to 17th-Century World of Printed Texts and Images**

Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the 16th- to 17th-century world of printed books and images. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the consultation of illustrated rare books in the Chapin Library. For your final project, you will be expected to select an illustrated book from the Chapin collection and prepare a presentation on it for the class in which you highlight the topics addressed during the lectures. Evaluation will be based upon this presentation, in addition to class participation. I look forward to delving into the fascinating world of hand-crafted books and prints with you.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** by class year (oldest students first), and otherwise randomly

**Grading:** pass/fail only

**Unit Notes:** Karen Bowen is an art historian, specialized in the study of prints, printmaking, and book illustration in the early modern period. She is currently preparing a book on the European print trade in the 16th and 17th centuries.

**Materials/Lab Fee:** none

Winter 2022

LEC Section: 01 TBA Karen L. Bowen

### **HIST 19 (W) Fresh Purpose for Old Paper: Curating Special Collections in the 21st Century**

How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable--and not just in terms of their cost. We'll consider how historical events are

documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. There will be one or two field trips. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections. Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures & Book History at the Univ of Edinburgh; she recently completed her PhD in Historical Geography. Lisa Conathan is Head of Special Collections at Williams, overseeing the Chapin Library of Rare Books and the College Archives. She holds a BA in Linguistics from Dartmouth, a PhD in Linguistics from UC Berkeley, and a Master of Library Science from the University of Maryland. Lisa Conathan is Head of Special Collections at Williams College. She holds a BA in Linguistics from Dartmouth College, a PhD in Linguistics from the Univ. of California, Berkeley, & a Master of Library Science from the Univ. of Maryland.

**Requirements/Evaluation:** collection development proposal, class presentation to library staff (during normal course meeting times)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random, if course is oversubscribed

**Grading:** pass/fail only

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2022

LEC Section: 01 TBA Anne Peale

### **HIST 30 (W) Workshop in Independent Research**

This course is designed for junior majors and sophomores who are considering pursuing a senior thesis in History. It can either provide students greater experience in independent research or allow for an in-depth exploration of a specific topic under consideration for the thesis. The course will focus on key methods of historical research, such as defining a topic, familiarizing oneself with historiography, and finding and using primary sources. Students may pursue any topic, and assignments may be modified to fit students' particular needs and interests. The majority of class time will consist of individual meetings with the professor as well as consultations with librarians and other experts in your field. Students are expected to devote considerable time outside of class to independent research. The final assignment will be a 10-page paper, which can either be a detailed prospectus for a senior thesis or a research paper.

**Class Format:** independent research

**Requirements/Evaluation:** 10-page paper; weekly short assignments

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** instructor will send students questions over email about their research plans; students with evidence of more formulated plans will receive preference

**Expected Class Size:** 5

**Grading:** pass/fail only

Winter 2022

LEC Section: 01 TBA Roger A. Kittleson

### **HIST 31 (W) Senior Thesis: History**

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

**Class Format:** thesis

**Requirements/Evaluation:** thesis chapter

**Prerequisites:** HIST 493

**Enrollment Limit:** 20

**Enrollment Preferences:** only students writing a thesis in History can enroll for this course

**Grading:** pass/fail only

Winter 2022

HON Section: 01 TBA Alexandra Garbarini

**HIST 99 (W) Independent Study: History**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2022

IND Section: 01 TBA Roger A. Kittleson