

HISTORY (Div II)

Chair: Professor Jessica Chapman

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Leadership Studies, Religion
- Alexander Bevilacqua, Associate Professor of History
- Jessica Chapman, Chair and Sue and Edgar Wachenheim III Professor of History
- Rene R. Cordero, Gaius Charles Bolin Fellow in History
- Christine DeLucia, Associate Professor of History; on leave Spring 2025
- Sara Dubow, Professor of History
- Alexandra Garbarini, Hans W. Gatzke '38 Professor of Modern European History
- Andrew L. Grim, Visiting Assistant Professor of History
- Aparna Kapadia, Associate Professor of History; on leave 2024-2025
- Roger A. Kittleson, John J. Gibson Professor of History; affiliated with: History, Latina/o Studies; on leave Fall 2024
- Gretchen Long, Dean of the College, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; affiliated with: Dean's Office, History
- Maud Mandel, President, Professor of History; affiliated with: President's Office, History
- Laura J. Martin, Associate Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: Environmental Studies, History; on leave 2024-2025
- Karen R. Merrill, Professor of History; on leave Fall 2024
- Joel S. Pattison, Assistant Professor of History
- Anne Reinhardt, Professor of History and Chair of Asian Studies Program; affiliated with: History, Asian Studies Program
- Eiko Maruko Siniawer, Provost, Charles R. Keller Professor of History; affiliated with: Provost's Office, Asian Studies Program, History
- Tyran K. Steward, Assistant Professor of History
- Benjamin Twagira, Assistant Professor of History; on leave Fall 2024
- Carmen T. Whalen, Carl W. Vogt '58 Professor of History; affiliated with: History, Latina/o Studies; on leave 2024-2025
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, History

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. 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 Program) 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 100 (W) The Fourteenth Amendment and the Meanings of Equality

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: There will be three short (4-5 page) research-based writing assignments; a revision of one of those papers; and a short final reflection essay. As an intensive winter study, this class will require approximately 12-15 hours of in-person class time a week, as well as time outside out of class on reading and writing assignments.

Prerequisites: no prerequisites

Enrollment Limit: 19

Enrollment Preferences: This course is for students who have incurred deficiencies in a previous semester

Expected Class Size: 15-19

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

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in HIST 100 and HIST 40.

Distributions: (D2)

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

Not offered current academic year

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

Cross-listings: GBST 104 / AFR 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 reading responses, and 3 essays (of about 5 pages)

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, no fifth course option

Distributions: (D2) (DPE) (WS)

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

GBST 104(D2) HIST 104(D2) AFR 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 HIST Group A Electives - Africa

Not offered current academic year

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

Cross-listings: ARAB 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.

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:

HIST 109(D2) ARAB 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 112 (S) The Asia-Pacific War (WS)

Cross-listings: ASIA 111

Primary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

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 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-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.

Attributes: HIST Group B Electives - Asia

Spring 2025

TUT Section: T1 Cancelled

HIST 116 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)

Cross-listings: 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 and the world in general? 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. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, 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, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

Expected Class Size: 19

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 116(D2) ARAB 211(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

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 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 / GBST 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:

ASIA 117(D2) GBST 117(D2) HIST 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 GBST Urbanizing World HIST Group B Electives - Asia

Not offered current academic year

HIST 122 (S) The Black Death (WS)

In what ways does a pandemic change society? Historians and scientists still debate the development and impact of the second plague pandemic, also known as the Black Death, which decimated the people of Asia, Africa, and Europe in the mid-fourteenth century. For many medieval people, the plague was experienced as a terrifying judgment of God upon the world. In this class, we will see how the plague exposed and exacerbated divisions within society, encouraging new political movements, economic changes, and new forms of expression in art and literature. We will read multiple first-hand accounts of the plague, with an eye to seeing how medieval people tried to understand the calamity through science and religion, and how modern scholars have interpreted the evidence of both written records and archaeology and related sciences. The Black Death is the first global pandemic that produced an extensive written record, and the sources offer us a detailed look at how multiple complex societies handled the crisis.

Requirements/Evaluation: Attendance and participation, three short (3- to 5-page) papers, a final 8-10-page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students. Others will need the permission of the instructor.

Expected Class Size: 10-15

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three short (3-5 page) papers and a longer (8-10 page) research paper. They will receive feedback on all of these. The research paper will be produced in several stages, with the instructor commenting on each step.

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

Not offered current academic year

HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

Requirements/Evaluation: Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

Prerequisites: None

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) (DPE) (WS)

Writing Skills Notes: This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

Difference, Power, and Equity Notes: This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

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. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner's critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research 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 5-7 page papers; one formal paper revision; 8-10 page research paper. 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

Fall 2024

TUT Section: T1 TBA Alexandra Garbarini

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

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 European 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; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

Prerequisites: First-year standing.

Enrollment Limit: 19

Enrollment Preferences: First-year students.

Expected Class Size: 19

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

Distributions: (D2) (WS)

Writing Skills Notes: This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

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

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Alexander Bevilacqua

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 4-page papers, response papers, and a 10-15 page 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

Not offered current academic year

HIST 144 (S) Brazil's Myth of Racial Democracy (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnaval into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

Requirements/Evaluation: Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments, is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

Difference, Power, and Equity Notes: This course will examine how Brazilians created, lived, and contested categories of racial difference over the twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

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

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

Cross-listings: 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 (3-page) response papers; and a final 10-12 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

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:

WGSS 152(D2) HIST 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

Fall 2024

SEM Section: 01 Cancelled

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Sara Dubow

HIST 155 (S) 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 TEAC Teaching Sequence Courses

Spring 2025

TUT Section: T1 Cancelled

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: 12

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

Not offered current academic year

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

Cross-listings: 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. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

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:

AFR 158(D2) HIST 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

Not offered current academic year

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

Cross-listings: AFR 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:

HIST 159(D2) AFR 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 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 160 (S) After the Civil Rights Movement (WS)

Cross-listings: AFR 160

Primary Cross-listing

This course examines African American politics, life, and culture from the period following the end of the civil rights movement in the late 1960s to today's Black Lives Matter movement. In examining this time period, we will pay particular attention to a number of key questions: What organizations, activists, and campaigns dominated Black politics in the post-civil rights movement era? How did organizers build on the issues and tactics of the

movement in the years that followed? In what ways were structures of racial inequality reconfigured in the post-movement era? How did the popular culture of the era reflect the changing social, economic, and political lives of African Americans? How were the gains of the civil rights movement preserved or threatened in the post-movement era? In considering these questions, we will explore the ways that struggles for racial equality continued to shape American life in the 1970s, 80s, 90s, and 00s. Using scholarly works, film, music, oral history, and other primary and secondary sources, we will look at topics including: debates over the legacy of the civil rights movement; the impact of mass incarceration and the War on Drugs on Black communities; HIV/AIDS activism; Black conservatism in the age of Ronald Reagan; anti-police brutality activism in the years before the Black Lives Matter Movement; urban disinvestment and the rise of hip hop culture; electoral politics, Black political power, and the Obama presidency.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

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:

HIST 160(D2) AFR 160(D2)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

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

Not offered current academic year

HIST 161 (F) W.E.B. Du Bois: A Century of Study and Struggle (WS)

This course will apply a historical lens to the life and thought of historian, activist, social theorist, and writer W.E.B. Du Bois. We will engage with Du Bois' historical, sociological, and political writing, trace his intellectual transformation throughout the course of his nearly century-long life of study and struggle, and highlight his ongoing pertinence. Engaging with classic as well as lesser-known works by Du Bois, his contemporaries, and other scholars, a core aim of the course will be to comprehend the development of Du Bois's ideas, placing them in historical context. In examining his work and its lasting influence we will touch on a range of topics including, the Civil War, Reconstruction, and the afterlife of slavery; race, the color line, and American citizenship; civil rights, Black advancement, and political leadership; Black urban life; war, colonialism, and global capitalism, among other topics.

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 a final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities have developed to record, remember, advocate, persuade, resist, and express expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. We will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities have created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power. They also illuminate spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 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:

AMST 164(D2) HIST 163(D2)

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 centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical and interdisciplinary study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

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

Not offered current academic year

HIST 168 (S) Black Film History (WS)

This course will examine the history of African American cinematic production since the silent era. By examining the work of Black filmmakers and cinematic representations of African Americans more broadly, we will explore a variety of key questions throughout the course of the semester, including: How did Black filmmakers address social and political questions in their work? How did filmmakers engage with and refute dominant cultural and Hollywood images of African Americans? What role did movie theaters play in the social lives of Black communities? How did film critics shape understandings of Black cinematic expression? What transformations occurred in the images of African Americans in film across the twentieth century? What role did filmmaking play in the Black Freedom Struggle? In addition to viewing a sampling of films, we will engage with a variety of scholarly and popular writing on the history of African American filmmaking, filmgoing, film criticism, and filmic performance.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Andrew L. Grim

HIST 202 (S) Islam in Africa (DPE)

Cross-listings: GBST 232 / AFR 232 / ARAB 232 / REL 232

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation: Two essays during the semester and final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: REL, HIST, ARAB, AFR, GBST majors

Expected Class Size: 20

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:

GBST 232(D2) AFR 232(D2) ARAB 232(D2) HIST 202(D2) REL 232(D2)

Difference, Power, and Equity Notes: The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

HIST 203 (S) Modern Japan

Cross-listings: ASIA 203

Primary Cross-listing

This course is intended to familiarize you with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal (e.g., the status system) and more modern (e.g., a consumer society) features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore how the Imperial Japanese state led Japan through modernization into total defeat by 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history. We will cover the rise and demise of the erroneous "national seclusion" narrative, the legislation of Japanese Emperor's divinity, and the debate over Japan's supposed ethnic and cultural distinctiveness. We will focus especially closely on the roles of class, gender, imperialism and foreign contacts in modern Japanese history. You are expected to critically analyze assigned primary and secondary sources and to communicate your ideas to your classmates effectively both orally and in writing. You are also expected to collaborate with your classmates to complete group activities. You will also conduct limited original archival research.

Class Format: This class features an immersive simulation, in which students will simulate the Meiji Restoration. The final project is a collaborative research project and presentation working with Japan-related sources from Williams's Special Collections.

Requirements/Evaluation: Class participation, two 5-6 page essays, immersive simulation midterm, collaborative final research presentation

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

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 203(D2) ASIA 203(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 204 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: AFR 227 / GBST 203

Primary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and 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, no fifth course option

Distributions: (D2) (DPE)

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

AFR 227(D2) HIST 204(D2) GBST 203(D2)

Difference, Power, and Equity Notes: This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

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

Cross-listings: REL 239 / ARAB 207 / JWST 217 / LEAD 207 / GBST 102

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, online responses, 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:

REL 239(D2) ARAB 207(D2) JWST 217(D2) HIST 207(D2) LEAD 207(D2) GBST 102(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 HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

HIST 212 (F) De-Centering Imperial China, 960-1800

Cross-listings: ASIA 202

Primary Cross-listing

The history of China from 960-1800 can be told as the story of a continuous, enduring culture and polity. This long period was nevertheless one in which the definition and contours of "China" were constantly contested. In this survey course, we will examine the political forms, institutions, and developments in culture, society, and economy that are characteristic of the Song (960-1279), Yuan (1279-1368), Ming (1368-1644), and early Qing (1644-1800) Dynasties alongside the Inner, Central, East, and Southeast Asian polities and cultures which interacted with, accommodated and repeatedly conquered centers of Chinese power over this time (Tanguts, Khitans, Mongols, and Jurchens/Manchus, among others). Gaining a historical perspective on power relationships within this diverse region will help us to understand the different ways in which Asia participated in changing world systems throughout this period. This course combines brief lectures with discussion of predominantly primary source readings.

Requirements/Evaluation: 3 short essays, midterm quiz, final exam or paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Asian Studies concentrators if overenrolled

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:

ASIA 202(D2) HIST 212(D2)

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

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

HIST 213 (S) Modern China, 1600-Present

Cross-listings: 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: 40

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

Expected Class Size: 30-40

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

Distributions: (D2)

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

ASIA 213(D2) HIST 213(D2)

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

Spring 2025

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

HIST 216 (S) Remembering Nagasaki

Cross-listings: SOC 213 / ASIA 223

Secondary Cross-listing

On the morning of August 9, 1945, the B-29 military plane *Bokscar* dropped an atom bomb on the city of Nagasaki, killing an estimated 74,000 people. The *Fat Man* plutonium bomb would be the second and last nuclear bomb used in a military conflict. The course will consider this monumental historical event against the backdrop of Nagasaki's fascinating history. For centuries, Nagasaki had been a place uniquely open to Western ideas, customs, and practices. During *sakoku*--Japan's more than two century long isolation from the international community--Nagasaki was the only Japanese port city to allow any form of Western trade. The course will look at this era, as well as the years when Nagasaki was a stronghold of Japanese Catholicism and a hub of Japan's persecuted "hidden Christians." The class will also give attention to the early Meiji period when Nagasaki, along with the rest of Japan, reopened its doors to international trade, introduced more liberal religious freedom policies, and initiated features of Western-styled modern industrialization--a time and place that inspired Puccini's famous opera, *Madam Butterfly*. A survey of this remarkable history--and the intersecting role of the United States in it--will shed light on both the manner in which the people of Nagasaki responded to the atom bomb and the narratives they constructed to interpret and remember it in the years that followed.

Requirements/Evaluation: A midterm, final, and two short essays.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority given to History and Sociology 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 216(D2) SOC 213(D2) ASIA 223(D2)

Attributes: HIST Group B Electives - Asia

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

HIST 217 (F) Premodern Japan

Cross-listings: ASIA 217

Primary Cross-listing

This course is intended to familiarize students with the premodern history of Japan, roughly defined as before the Meiji Restoration of 1868 and the modernizing reforms it unleashed. We will examine the archipelago's natural environment and the human impact thereon. We will explore the creation of "Japan" as a coherent political and cultural unit, key figures and works of Japanese culture and the shift in cultural production from elite patronage to the market. We will examine the Imperial institution and gendered aspects of Japanese private and public life, tracing the changing role Japanese women played in both spheres. We will also pay close attention to the rise of the samurai, both as warriors and political elites, and Japan's relationship

with foreign lands and peoples. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history, such as the growing appreciation of the roles of non-elites in history, and the shift away from the "national seclusion" understanding of Japanese foreign relations.

Class Format: discussion

Requirements/Evaluation: Class participation; Semester-long immersive simulation, where groups of students produce bi-weekly, 2-page collective response papers (6 total); 5-6 page assigned reading-based and research papers (2 total); Final research presentation or self-scheduled final exam (1 total)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History majors, Asian Studies concentration students, then everyone else

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:

ASIA 217(D2) HIST 217(D2)

Fall 2024

LEC Section: 01 Cancelled

HIST 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE

Cross-listings: ASIA 221 / GBST 221

Primary Cross-listing

What did colonialism look like in India, Britain's most valuable and populous possession for over two hundred years? How did the British establish their rule over the vast subcontinent? And how did the people who lived there experience and finally overthrow colonial rule? 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 c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India. 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 podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India and Pakistan; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: This class is combination of lectures and discussions. Student participation will be an essential component of the class and the overall evaluation

Requirements/Evaluation: class participation, responses papers (2-3 pages), mid-term and final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: history majors if the the class is overenrolled.

Expected Class Size: 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:

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

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

Not offered current academic year

HIST 222 (F) Greek History

Cross-listings: CLAS 222

Secondary Cross-listing

This course covers the history of ancient Greece from the Bronze Age Minoan and Mycenaean palace civilizations to the Roman conquest of the East Mediterranean (c. 1500-1 BC). We will study the development, expansion, and interactions of Greek society and its cultural expressions through a wide variety of textual sources and archaeological evidence across the Mediterranean basin and West Asia. How did the Greek world conceptualize and enact various modes of individual and collective status, construct political systems from one-man rule to popular democracy, and grapple with issues of memory and identity? How did the Greek world deal with victory and defeat, imperialism and subjugation, freedom and slavery, upheaval and decline? How should we approach the mythology about the origins of humanity, or the subsequent development of natural science and philosophy from Ionia to Athens and beyond? Why has this past continued to work as a mirror in subsequent periods, even up to our modern day? From the collapse of the Mycenaean palaces to the building of the Athenian acropolis, from autocratic warlords to the birth of democracy, from wandering merchants to Hellenistic kings, from Hesiod to Herodotus, Socrates, and Thucydides, this course will seek to reconstruct and understand the trajectory of ancient Greek society and culture from its early inception to its subjugation under Roman rule. All readings will be in translation.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, occasional short written assignments, quizzes, a midterm, a final exam.

Prerequisites: none; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History,

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:

HIST 222(D2) CLAS 222(D1)

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

Not offered current academic year

HIST 223 (S) Roman History

Cross-listings: LEAD 223 / CLAS 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.

Requirements/Evaluation: Class preparation and participation, quizzes, a midterm, a final exam, and occasional short written assignments.

Prerequisites: None; open to all

Enrollment Limit: 35

Enrollment Preferences: First-year students and sophomores; majors and intended majors in Classics, History, and Art History.

Expected Class Size: 35

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

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

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Felipe Soza

HIST 224 (S) Introduction to Medieval Europe

This course traces the development of European societies from the collapse of the Western Roman imperial order in the fifth century CE to the rise and consolidation of powerful monarchies by the fifteenth century: a foundational period in European history. Along the way, we will confront many of the paradoxes that make medieval history so compelling. How did political fragmentation coexist with the spread of an increasingly uniform, Latin Christian culture? How was that same Christian culture mobilized to support both hierarchy and popular resistance to hierarchy, both early capitalism and voluntary poverty? As we encounter the medieval world through the men and women who lived in it, we will read the writings of saints and heretics, poets and lawyers, merchants and mystics. Though Western Europe will be our focus, we will also examine how Western European Christians defined themselves, in part, through their relationships with their neighbors in the Islamic and Byzantine worlds, and with internal religious minorities, such as the Jews. By the end of the course, students will appreciate how the socio-economic and intellectual legacy of the Middle Ages profoundly shaped the subsequent history not only of Europe, but the world.

Requirements/Evaluation: Attendance and participation, 4-5 reading responses, short paper, and final exam.

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 25-30

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 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel S. Pattison

HIST 226 (S) Early Modern Europe

The three hundred years from the late Middle Ages to the French Revolution were Europe's formative centuries: they saw 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 Petrarch, Machiavelli, Montaigne, Francis Bacon, Mary Montagu, and Voltaire.

Requirements/Evaluation: Attendance and active participation; map quiz; weekly written responses to the readings; midterm and final exam.

Prerequisites: No prerequisites.

Enrollment Limit: 40

Enrollment Preferences: History majors or prospective majors.

Expected Class Size: 25

Grading: yes 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

From the vantage point of 1989, democracy's victory over fascism and communism in Europe in the twentieth century appeared decisive, even inexorable. From the present vantage point, however, the contingencies attending Europeans' commitment to democracy in the twentieth century have reemerged strongly, pointing toward a still uncertain future and a different reading of the past. This course offers a survey of twentieth-century European history with a focus on the political ideas, movements, formations, thoughts and feelings that shaped Europeans' experiences from the bottom up and the top down. 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 recent debates about the future of 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 short lectures operating to frame those discussions

Requirements/Evaluation: regular attendance and class participation, six or seven in-class quizzes, one 6-8 page interpretive essay, a midterm, and a scheduled 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 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Alexandra Garbarini

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

Cross-listings: JWST 230

Primary Cross-listing

What does it mean to be Jewish? The 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, gender roles in Jewish society, interwar Jewish culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate post-WWII period. In addition to broad historical treatments, course materials will include exposure to different kinds of primary sources, from philosophical and political treatises, to memoirs, diaries, and fiction.

Class Format: discussion

Requirements/Evaluation: class participation, weekly comments on readings, two 6- to 8-page 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:

JWST 230(D2) HIST 230(D2)

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

Fall 2024

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

HIST 232 (S) Twentieth-Century Europe: Nationalism, War, and Empire

This course is a survey of twentieth-century Europe. While providing students with a historical basis for understanding the continent's social, political, and cultural changes, this course pays attention to two interrelated phenomena: first, the process by which Europe went from being a constellation of empires to one of nation-states; second, the heterogenous ways in which Europe's residents participated in the making -- and then the remaking -- of modern Europe. 2023 marks the thirtieth anniversary of the European Union. This course provides students with a historical framework for understanding how and why Europe's residents rallied around this project of European integration and did so after having lived under imperial and national formations.

Requirements/Evaluation: Class participation, a midterm and final, and one 5-7-page paper

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: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 237 (S) The Life of Ancient Cities: Building, Belonging, Trading and Dying in Greece and Rome

Cross-listings: CLAS 237

Secondary Cross-listing

In this course we explore ancient urbanism, investigating Greco-Roman cities from the early archaic period through late antiquity. By analyzing a variety of primary sources -- literature, visual art, inscriptions, papyri, building remains -- dating from 750 B.C. to 300 A.D. and ranging geographically from Spain to central Asia, we will think critically about problems such as communal belonging, spatial interaction, social exclusion, monuments, memories, and identities in urban contexts. Athens and Rome will beckon along the way, but numerous places around the Mediterranean basin and beyond will feature prominently, including Pompeii in southern Italy, Olynthus in Macedonia, Cyrene in North Africa, Ephesus and Priene in western Asia Minor, Alexandria and Berenike in Egypt, and Dura Europos and Ai Khanoum in Central Asia. Every week, we will tackle a core question associated with life in the ancient city: the challenges of urban design, the tensions associated with civic membership, the consolidation of political institutions, the conflicts brought about by trade and migration, the role of religion, the effects of war, the universal reality of social exclusion, cultural expressions of life and death, and the impact of sudden natural catastrophes, among others.

Requirements/Evaluation: Class participation in discussion, various written assignments leading toward the development and completion of a research paper on a topic of the student's choosing.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Majors and intending majors in Classics and History

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:

CLAS 237(D1) HIST 237(D2)

Attributes: HIST Group P Electives - Premodern

Not offered current academic year

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

Cross-listings: AMST 254 / LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from beginnings through the mid-nineteenth century, tracing the complex ways that sovereign tribal nations and communities have shaped Turtle Island/North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation, critique, action, and pursuits of justice. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Emphasis is on primary and secondary works produced by Indigenous authors/creators. Starting with the diversity of Indigenous societies that have inhabited and cared for lands and waters since "time out of mind," it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of origins and migrations. It addresses how societies confronted devastating epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial processes of colonization, extraction, and enslavement. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through pervasive violence, attempted genocide, and dispossession are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different communities negotiated the tumultuous eras of the American Revolution, forced removal in the 1830s, and Civil War, and created pathways for endurance, self-determination, and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials 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 Stockbridge-Munsee Mohican homelands in which Williams College is located.

Class Format: Lecture with small- and whole-group discussions

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, midterm exam, short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 30-40

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:

AMST 254(D2) LEAD 254(D2) HIST 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 (F) 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, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; 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 relocation policy and experiences; Red Power activism and Indigenous internationalism;

treaty rights activism 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--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

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

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 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: 20

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

Not offered current academic year

HIST 263 (F) The United States and the World, 1898-2001

This survey course examines the United States and the World from 1898-2001. Students will be introduced to key diplomatic developments from the Spanish-American War to the War on Terror with attention to ideological, political, cultural, military, and economic forces. Topics will include American imperialism and anti-imperialism, the emergence of U.S. cultural and economic hegemony in the interwar years, WWII and the origins of the Cold War, the Soviet-American rivalry in Europe and on the periphery, nuclear policy, the Vietnam War, late-Cold War diplomatic reconfigurations, the rise of political Islam, the collapse of the Soviet Union and its aftermath, and the events surrounding 9/11. By engaging with a range of primary and secondary source readings, students will examine how Americans historically have made sense of their nation's role in the world, and how historians explain important aspects of U.S. foreign policy.

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, no fifth course option

Distributions: (D2)

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

Not offered current academic year

HIST 264 (F) Environmental History

Cross-listings: ENVI 229

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: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

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:

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 266 (F) The Roaring Twenties and the Rough Thirties

Cross-listings: AMST 267

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.

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:

HIST 266(D2) AMST 267(D2)

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

Fall 2024

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

HIST 271 (S) Race and Inequality in the American City (DPE)

Cross-listings: LEAD 215 / PSCI 215

Secondary Cross-listing

This course examines the causes and consequences of racialized inequality in American cities. It begins by surveying the historical roots of urban inequality and compounded deprivation, with particular attention to segregation, economic discrimination, and political marginalization. It then looks closely at the politics and history of policing and criminal justice, education, and housing. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: Class participation; several short essays and a longer paper with in-class presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

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 271(D2) LEAD 215(D2) PSCI 215(D2)

Difference, Power, and Equity Notes: Deploying historical and social-scientific analysis, this course seeks to help students understand the historical roots and political underpinnings of unequal access to social goods in American cities, with particular attention to the racialization of inequality, compound deprivation, and unearned advantage.

Attributes: GBST Urbanizing World HIST Group F Electives - U.S. + Canada LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

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

Cross-listings: STS 224 / SOC 224

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, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. 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:

HIST 273(D2) STS 224(D2) SOC 224(D2)

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

Fall 2024

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

HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

Class Format: The class will use Zoom/videoconferencing to connect with Stockbridge-Munsee Community members and engage in shared learning. Class trips to significant locations to learn in place may be coordinated. The class will meet each Wednesday evening 7-9:40 p.m. for seminar discussion. In addition, the Wednesday 1-2 pm time (required, called "lab" in the course catalog) will be for meetings with collaborators in libraries/archives/museums or other relevant sites and project work.

Requirements/Evaluation: The focus of this seminar is experiential, collaborative, and community-based learning and student service project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members' active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

Prerequisites: Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

Enrollment Limit: 15

Enrollment Preferences: If the course over-enrolls, first- and second-year students will have preference.

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous

Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

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

Not offered current academic year

HIST 279 (F) African American History Since 1865

Cross-listings: AFR 279

Primary Cross-listing

This course provides an introduction to the history of African Americans from the post-emancipation era to the present day. Focusing on the collective and individual life experiences of African Americans, it will highlight the actors, organizations, and ideas that have been central to the African American experience. We will examine struggles for equality, justice, citizenship, and self-determination and the various ways African Americans have sought to achieve these ends. By the end of the semester students will have a basic understanding of core topics in African American history such as Reconstruction and Redemption; the rise of Jim Crow segregation; urban migrations and the "New Negro"; the Civil Rights Movement, in its Northern and Southern manifestations; the movement for Black Power and its antecedents; the rise of mass incarceration in the post-Civil Rights Era. The course will conclude with a discussion of the Presidency of Barack Obama and the Black Lives Matter Movement.

Requirements/Evaluation: Students will be graded on class participation, a midterm and a final exam, and two to three formal papers (3-5 pages each)

Prerequisites: None

Enrollment Limit: 40

Enrollment Preferences: History or Africana Studies majors

Expected Class Size: 18-20

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 279(D2) AFR 279(D2)

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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Andrew L. Grim

HIST 280 (S) Emancipation to BlackLivesMatter

Cross-listings: LEAD 280 / AFR 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.

Class Format: Class will be a mix of lecture/seminar

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: 25

Enrollment Preferences: Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a

questionnaire.

Expected Class Size: 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:

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

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

Not offered current academic year

HIST 284 (F)(S) Asian American History (DPE)

Cross-listings: AMST 284 / AAS 284

Primary Cross-listing

This course offers an overview of Asian American history from the late seventeenth century to the present. It will cover the earliest Asian migration and settlement in the U.S., the rise of anti-Asian movements, the experiences of Asian Americans during World War II and the Cold War, the emergence of the Asian American movement in the 1960s, the post-1965 Asian immigration, and the War on Terror. We will investigate broader themes including labor, citizenship, political resistance, gender and sexuality, community formation, empire, and transnationalism. We will also consider key contemporary issues, including race and ethnic relations, anti-Asian harassment and violence, and the legacy of U.S. colonialism in Asia-Pacific. Along the way, we will engage classic and recent scholarship in the field, and form our own interpretations of the past based on a wide range of sources--including films, novels, newspapers, government documents, political cartoons, and more. Throughout, the course advances the argument that citizenship and belonging in the U.S. cannot be fully understood without accounting for the experiences of Asian Americans.

Requirements/Evaluation: Attendance and participation in discussion, weekly reading responses (2 pages), midterm exam, and final in-class exam and take-home essay (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Preference given to History majors and Asian American Studies concentrators.

Expected Class Size: 25-30

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:

AMST 284(D2) AAS 284(D2) HIST 284(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of Asian Americans. It guides students through an examination of the historical events, policies and dynamics that have marginalized Asian American communities based on race, ethnicity, class, gender, sexuality, citizenship, and other forms of difference. It also explores the diverse ways that Asian Americans have sought inclusion and belonging in the U.S.

Attributes: AAS Core Electives AAS Gateway Courses HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 Cancelled

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Hongdeng Gao

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

Cross-listings: LATS 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.

Requirements/Evaluation: Class participation, 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: 25

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, as well as on Latina/o/x strategies of community building and political activism.

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: GBST 241 / REL 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:

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

Attributes: HIST Group G Electives - Global History

Not offered current academic year

HIST 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: LEAD 296

Primary Cross-listing

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

Requirements/Evaluation: Students will be assessed on participation, short writing assignments, and a group podcast project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Priority to History and LEAD students

Expected Class Size: 25

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 296(D2) LEAD 296(D2)

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

Not offered current academic year

HIST 301 (S) Approaching the Past: Transnational, Colonial, 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 national, transnational, colonial and post-colonial histories? 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.

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: 19

Enrollment Preferences: History majors

Expected Class Size: 15-19

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

Distributions: (D2)

Spring 2025

SEM Section: E1 TR 11:20 am - 12:35 pm Roger A. Kittleson

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, al-Mas'udi, Ranke, Bloch, Guha, Gordon-Reed among others.

Requirements/Evaluation: Attendance and active participation, two short (5-7 pp.) papers, in-class presentations, final research proposal and bibliography, and a longer (10-12 pp.) final research 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 2024

SEM Section: D1 TR 9:55 am - 11:10 am Alexander Bevilacqua

HIST 301 (S) Approaching the Past: The Use and Abuse of History

Is history, like beauty, in the eye of the beholder? What is history and who gets to decide? How and where is history consumed and by whom? This course examines the use and abuse of history from the early twentieth century to the present especially how history has been impacted by the digital sphere (tv, films, social media), the rise of nationalism and the processes of globalization. First, students will grapple with what constitute notions of truth, objectivity and facts and how terminology has changed over the last 100 years. Next, we will evaluate various influential methodological trends that have impacted how history has been written and consider what was said and left unsaid, which perspectives were privileged and whose voices were marginalized. Finally, we will analyze the state of history today and how it appears in people's daily lives and especially how history is used and abused in public discourse on various media platforms. How is historical memory formed today?

Requirements/Evaluation: Class participation, oral presentations, several short (3-4 page) papers, and a final project.

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, yes fifth course option

Distributions: (D2)

Attributes: HIST Group G Electives - Global History

Not offered current academic year

HIST 301 (F) Approaching the Past: Contemplating American Power

Historians have long debated how best to approach the study of U.S. "diplomatic history," which is now often subsumed under the more capacious descriptor "The United States and the World." In the 1960s, prevailing orthodox interpretations of American power--often patriotic and elitist--gave way to challenges from New Left revisionist historians who focused largely on economic motives for American imperialism. By the 1970s, however, the once dominant historical field of diplomatic history was beset by a sense of crisis; its practitioners consumed with anxiety over their marginalization in a discipline that embraced social and cultural theories that that seemed to render the narrow study of Western white men in power increasingly obsolete. For the past half-century, historians of American foreign relations have engaged in a sustained and ever-shifting debate, not only about the nature of American power, but over what can and should be included within the field's parameters. Today, annual meetings of the Society for American Foreign Relation--and its marquee journal, *Diplomatic History*--feature scholarship ranging from "traditional" approaches to those centered on gender, sexuality, race, cultural exchange, emotion, environmental studies, sports, music, and more. Yet, debates still rage about whether this broadening has enriched the study of American power, or diluted it to the point of meaninglessness while discouraging young scholars from pursuing critical research

on high-level diplomacy. In this course, we will grapple with key historiographical schools and critical debates, and assess the current state-of-the-field of diplomatic history.

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: This 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)

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

Fall 2024

SEM Section: B1 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 301 (S) Approaching the Past: Economic and Labor Histories in the Making of the U.S.

This course examines the sources, methods, and theoretical assumptions that have shaped historical practice from the late nineteenth century to the present. We will grapple with foundational questions including: What is "history"? Who makes it, who writes it, and how? From whose perspective and to what end? Focusing on U.S. economic and labor histories, we will examine when and where these histories intersect, as well as where and why they might diverge. To what extent are historical narratives shaped by the time period in which they are written, revealing their embeddedness in the dominant discourses of the era? Or to what extent might historical approaches provide alternatives? We will also consider what the implications of U.S. economic and labor histories are in terms of relationships to the state via policymaking, politics, and activism. Anchoring our own historical analysis in the late nineteenth century and the 1930s, we will then focus on the era between World War II and the present. In our seminar meetings, we will analyze historical writings and debates, considering how their authors define historical themes, subjects/actors, and processes, as well as the meanings of history for different audiences and eras.

Class Format: This is a discussion based seminar.

Requirements/Evaluation: Class participation, short writing assignments of 1-2 pages, and mini-presentations; Mid-term essay, 3-5 pages; Paper proposal and annotated bibliography; Final paper and presentation

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

Enrollment Limit: 19

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

Expected Class Size: 15

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

Unit Notes: Course, 301, required for History Major

Distributions: (D2)

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

Not offered current academic year

HIST 301 (S) Approaching the Past: Biographical Methods

This seminar grapples with the methodological, conceptual, theoretical, and ethical challenges of writing biography, and of using biography as an approach for understanding the past. We will ask how historians attempt to understand the past through the lives of individuals; and how historians attempt to understand the lives of individuals through a wide range of interpretive methods. As we explore the goals, challenges, and possibilities of the genre of biography as practiced by historians, we will consider questions about archival abundance and archival scarcity; about the contested meanings of "facts" and the function of imagination; and about the different scales and categories of analysis used by historians writing biographies. We will consider a variety of answers to these questions by reading theoretical work about history and biography, as well as by reading examples that represent a wide range of theoretical and methodological approaches.

Requirements/Evaluation: Attendance and active participation, two short (5-7 pages) papers, in-class presentations, a final research proposal and bibliography, and a longer (10-12 pp.) final research paper.

Prerequisites: The course is designed for junior and senior History majors; sophomores may enroll with instructor consent.

Enrollment Limit: 19

Enrollment Preferences: Restricted to History majors and sophomores planning to major in History

Expected Class Size: 15

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

Distributions: (D2)

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

Spring 2025

SEM Section: F1 MWF 11:00 am - 12:15 pm Sara Dubow

HIST 302 (F) Islamic Law: Past and Present

Cross-listings: ARAB 243 / ASIA 243 / REL 243 / WGSS 243

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, midterm essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 17

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

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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: GBST 304 / ENVI 304 / AFR 335

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.

Requirements/Evaluation: Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

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: 15-20

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:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(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 HIST Group A Electives - Africa

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

HIST 306 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 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, Amazigh poetics in the Maghreb, 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? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

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: (D2) (DPE) (WS)

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

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

HIST 307 (S) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: 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 the 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, Palestine, 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 do 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.

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: 20

Enrollment Preferences: History and Arabic Studies majors, Global Studies concentrators, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 15

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

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 308 (F) The Nile (DPE)

Cross-listings: ARAB 308 / GBST 320 / AFR 350 / ENVI 335

Primary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers 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:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 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

Not offered current academic year

HIST 312 (S) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: REL 312 / ASIA 312 / GBST 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, several short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 20

Enrollment Preferences: History majors and potential 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:

REL 312(D2) ASIA 312(D2) GBST 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: 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:

ASIA 313(D2) HIST 313(D2)

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

Not offered current academic year

HIST 315 (F) Minorities and the State in Modern East Asia (DPE)

Cross-listings: ASIA 315

Primary Cross-listing

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

Class Format: This discussion-intensive class requires students to lead several discussion sections during the semester.

Requirements/Evaluation: Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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 315(D2) ASIA 315(D2)

Difference, Power, and Equity Notes: The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

Attributes: HIST Group B Electives - Asia

Fall 2024

LEC Section: 01 Cancelled

HIST 316 (S) A History of the Samurai

Cross-listings: ASIA 318

Primary Cross-listing

It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. We will use academic readings, primary sources, and other media to examine the samurai from their origins during the Heian period (8th to 12th centuries) to their official dissolution in the late 19th century. We will focus on their development as a special status group and explore how they managed to maintain their corporate identity for so long. We will trace the evolution of the samurai from rural enforcers to territorial magnates to bureaucrats. This evolution affected and was affected by the development of samurai warfare, ethics, aesthetics, religious practices, ideas relating to gender roles and other aspects of samurai life, which we will explore. We will see how these ideas and practices mediated their relations with household, society, and government. Finally, we will examine why samurai status was abolished at the start of the Meiji period, and how former samurai transformed into modern citizens. Students will engage in discussion, write essays, and complete immersive historical simulation assignments.

Class Format: This class features a semester-long immersive historical simulation where students work in teams to create samurai clans and navigate historical, as well as historically plausible, scenarios.

Requirements/Evaluation: Class participation, map creation assignment, four 2-page essays, semester-long immersive simulation (Samurai clan creation), final: choice of 6-page essay or in-class exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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 316(D2) ASIA 318(D2)

Attributes: HIST Group B Electives - Asia

Spring 2025

LEC Section: 01 Cancelled

HIST 317 (S) Everyday Modernity in Japan

Cross-listings: ASIA 310

Primary Cross-listing

This course asks one overarching question: What is everyday life like in modern Japan? There, one often hears the words "modern" contrasted with "traditional." When talking about Japan itself, the former is usually coded as "western," and the latter as "Japanese." Many Japanese politicians and cultural authorities, with the help of Orientalist westerners, are happy to highlight this distinction to promote notions of Japanese uniqueness. However, though modernization in Japan did usher in tremendous, often traumatic changes, not every aspect of "modern" Japanese life came from the west, and not all western imports were/are unwelcome. Moreover, many cultural imports, such as concrete buildings and the consumption of red meat, are now interwoven into the fabric of daily life in Japan. This course examines the complex history of modernity in Japan within living memory, highlighting on its presence in the daily lives of ordinary residents of Japan. What do people eat? Where do they live? How do they think about themselves and their neighbors? We will start with the Pacific War (1937-45), but focus especially closely on postwar and contemporary Japan. We will first get a sense of the chronology and major themes in Japanese history from this time period, then explore five units, "sites of modernity" that zoom in on different but interrelated aspects of ordinary Japanese life: 1) Total War, 2) The City, 3) Work, 4) Food, 5) Race and Ethnicity. Sources and data will be drawn from scholarly works, videos, movies, websites, maps, brochures and ephemera, as well as other sources. Students will analyze these sources, discuss them and complete various assignments.

Requirements/Evaluation: Discussion participation, in-class exam, two 6-page analytic essays, job application assignment, syllabus unit design assignment

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, Asian Studies concentrators, then all others

Expected Class Size: 15-20

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

Distributions: (D2)

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

ASIA 310(D2) HIST 317(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 318 (F) Nationalism in East Asia

Cross-listings: PSCI 354 / ASIA 354

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 controversies in Japan about how history is portrayed in high school textbooks, 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 and their historical development in East Asia. 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: 2-3 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) HIST 318(D2) ASIA 354(D2)

Attributes: GBST East Asian Studies HIST Group B Electives - Asia PSCI Comparative Politics Courses

Not offered current academic year

HIST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: WGSS 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.

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 (10-15 pages).

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History and WGSS majors; Asian Studies 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 319(D2) WGSS 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 HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 321 (S) A Global History of Manga and Anime

Cross-listings: ASIA 321

Primary Cross-listing

Japanese comic books and cartoons are known throughout the world by their Japanese names: "manga" and "anime." This is no accident, but a reflection of their enormous global popularity. Why are they so popular? How can we use them as historical sources for Japanese history and society? What do they reveal about the place of Japan in today's global culture? How did these two phenomena emerge and develop, and how do they influence each other? This class will explore these and other related questions through readings, screenings, discussion, and original research. It will trace the evolution of manga and anime from traditional Japanese (*kibyoshi*, *ukyo-e* and *kawaraban*) and western (comic strips and Disney films) influences, and the explosion of their popularity after World War II. We will use manga and anime, especially "girls" (*shojo*) anime and manga as windows onto the intersection of Japanese and global society, economy and politics.

Requirements/Evaluation: class participation (assessed weekly), weekly prep/response assignments (12 total), 8-9 page research and class-reading based essays (2 total), original research presentation for final assignment (1 total).

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: HIST majors, ASIA concentration students, then everyone else

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:

ASIA 321(D2) HIST 321(D2)

Not offered current academic year

HIST 325 (F) Faith and Profit in the Medieval Mediterranean

Cross-listings: REL 325

Primary Cross-listing

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

Requirements/Evaluation: Attendance and participation, two short papers, one final 12-15-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 15-20

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

Distributions: (D2)

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

REL 325(D2) HIST 325(D2)

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

Not offered current academic year

HIST 326 (S) The Crusades: 1050-1550

The Crusades present a number of fascinating interpretive challenges for the historian. Were they a project of elites, or a genuine popular movement? Did they bring Latin Christians into closer dialogue with religious others, or did they foster greater intolerance and oppression? How did Muslims, Jews, and Eastern Christians respond to the Crusades? In this class, we will explore the Crusades as they were experienced by both the participants and their victims, in Europe, the Middle East, and North Africa. We will discuss the intellectual and political origins of the crusading movement, review the course of the expeditions to the Holy Land and elsewhere, and see how the idea of Crusade was used and abused by popes, kings and queens, poets, and intellectuals, for their own purposes for centuries. By the end of the class, students will have a sense of how the experience of crusading shaped not only internal European politics, but also relationships between Europe and the rest of the world.

Requirements/Evaluation: Attendance and participation in discussion, two short essays (5 pages), and one longer research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15

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 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Joel S. Pattison

HIST 327 (F) The Byzantine Empire, 330-1453 CE

To study the Byzantine empire is to expand and challenge our understanding of Europe's historical development from late Antiquity to the Early Modern period. The Byzantine state was much more than the surviving Roman empire, but rather fostered a new kind of civilization: Roman and

Greek, Christian, yet deeply connected to pagan Antiquity, a multi-ethnic empire that also acted like a nation-state. Its capital was the largest city in Europe for nearly a millennium and it transmitted its unique form of Christianity to much of Eastern Europe and western Asia, yet it was often dismissed, in the minds of western European observers, as an embarrassing, decadent appendix to triumphalist Western history-- its archives plundered, its treasures looted, a historical orphan among the nationalist historiographies of the nineteenth and twentieth centuries, even its true name ("Rome/Romania") dismissed. In this class, we will examine the life and times of this medieval civilization, as we hear from its emperors, generals, monks, princesses and historians, who carried the ancient Roman empire into the fifteenth century, and whose legacy still inspires politicians, scholars, and artists today.

Requirements/Evaluation: Two short (5 page) papers, one research paper (12-15 pages), attendance and participation in discussions, short in-class presentation.

Prerequisites: No prerequisites, prior experience in medieval/ancient history helpful.

Enrollment Limit: 25

Enrollment Preferences: Preference given to junior and senior history majors.

Expected Class Size: 10-15

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

Distributions: (D2)

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

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Joel S. Pattison

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 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

Requirements/Evaluation: Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 25

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 341 (S) The European Enlightenment

What was the Enlightenment? More often invoked than understood, the European Enlightenment can seem like a riddle wrapped in a mystery inside an enigma. Although a product of pre-revolutionary Europe's old monarchical regime, it has become a symbol of modernity. Though secular, its exponents thought natural science compatible with the existence of God and with (certain forms of) religion. Even as the world became increasingly interconnected, Enlightenment thinkers posited that European culture was different than--and superior to--any other. And, in the bitterest irony of all, Enlightenment writers produced powerful new theories of natural rights during the high-water mark of the Atlantic slave trade. Despite or because of these complexities, the Enlightenment remains a crucial chapter in the intellectual history of Europe, and an unavoidable legacy for anyone interested in secular traditions of Western thought. Combining methods from intellectual history, the history of knowledge, and the history of the book, this seminar will take the Enlightenment's measure. Our fundamental commitment will be to reading primary sources, and whenever possible to studying original printed editions in Williams College's Chapin Library. We will consider both the material form that authors and printers gave both massive tomes and slender pamphlets, and the new publics that spaces such as coffeehouses, print shops, and salons generated. A special focus will be Chapin's newly acquired copy of the *Encyclopédie* of Denis Diderot and Jean le Rond d'Alembert, the first modern encyclopedia and a triumph of intellectual collaboration as well as of printing. Throughout, we will ask: what were the Enlightenment's achievements and its limits? Sources to be read include Spinoza, Leibniz, Bayle, Madame du Châtelet, Rousseau, Voltaire, and Cugoana.

Requirements/Evaluation: Attendance and participation; one short essay; one longer final essay; final presentation. In preparation for class, students will be expected to make frequent visits to Special Collections to view original materials.

Prerequisites: No prerequisites, but prior coursework in premodern history, literature, or philosophy is encouraged.

Enrollment Limit: 25

Enrollment Preferences: History majors; students with relevant prior coursework in English, History, Philosophy, or Political Theory.

Expected Class Size: 12

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

Distributions: (D2)

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

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Alexander Bevilacqua

HIST 342 (S) At the Crossroads of Race and Nation: Borders and Frontiers in Latin America and the Caribbean (DPE)

When we think about the politics of borders and migration, we usually imagine the contentious U.S.-Mexico border. Seldom do we care to think about the numerous borders across Latin America and the Caribbean that are currently at the heart of our present refugee and migrant crises. This course will examine the history of borders and frontiers in Latin America and the Caribbean and how they were pivotal to Latin American racial and state formations and nation-building processes. This course will consider how borders and frontiers, as both a geographical demarcation and an imaginative conceptualization of difference, created overlapping and competing visions of race, racism, identity, belonging, and social marginalization. Beginning with the tumultuous Latin American independence movements of the nineteenth century and ending with Latin America in the twenty-first century, we will analyze the different creation of borders and frontiers to make sense of today's migration and border control crises. This course will give particular attention to the themes of racial stratification, authoritarianism, nationalism, imperialism, and citizenship.

Requirements/Evaluation: Class participation, two short (3-4 page) papers, and a final (10-12 page) paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and LATS concentrators

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how categories of racial, cultural, linguistic, and phenotypical differences commanded modern projects of state formation and nation-building. Through readings, class discussions, and writing assignments, we reflect on how Latin American subjects living through the constructions of borders and frontiers negotiated categories of difference. Special attention will be paid to how anti-slavery, working-class rights and anti-racism approached the question of difference.

Attributes: HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

HIST 343 (S) Student Movements, Youth Politics, and the University in Modern Latin America and the Caribbean (DPE)

Students and universities in Latin America and the Caribbean possess a unique and unusual ability to politically mobilize and shape their society's political culture. Unlike the university system in the United States, students in universities across Latin America have voting power in their university's bureaucracies, hold positions of power in the governing structures of the university, and garner vast political support and moral legitimacy from their nation's citizens. In fact, most Latin American icons of political revolution like Fidel Castro, Salvador Allende, and Subcomandante Marcos, emerged from the radicalizing spaces of the Latin American university. This course examines the political, cultural, and social history of the university's evolution in Latin American and Caribbean history from the nineteenth to the twentieth century. This course will consider how student politics, the university as a geographic space of political socialization, and their relationship to the larger swath of their nation's population were central to the political and social history of modern Latin America and the Caribbean.

Requirements/Evaluation: Class Participation will count as 25% of the grade; each of two 3-4 page papers will count for 25%; and the final 10-12 page paper will also count for 25%

Prerequisites: Open to all students

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors are preferred

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers on how student politics and the university created dialogues about Latin American racial systems, authoritarian violence, and gender and class inequalities. Through readings, class discussions, and writing assignments, students reflect on how Latin American youth and student politics ignited novel discussions on categories of difference, even as they remained tied to their class prejudice.

Attributes: HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01 TR 1:10 pm - 2:25 pm Rene R. Cordero

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.

Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-page) final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 22-25

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 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: CAOS 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) CAOS 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 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2025

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 / CAOS 361

Primary Cross-listing

This course considers the Atlantic World as both a real place and a concept: an ocean surrounded and shaped by diverse people and communities, and an imagined space of shared and competing affiliations. Moving from "time out of mind" to the early nineteenth century, it examines ecological, cultural, political, economic, intellectual, and spiritual transits as well as exchanges among Indigenous/Native American, African and African American, Asian and Asian American, and Euro-colonial people. It introduces conceptual dimensions of this Atlantic paradigm and case studies that illuminate its human subtleties, with the goal of examining "early American" histories through transnational and transoceanic lenses. The course takes an interdisciplinary approach to these intertwined histories, and reckons with how the very construction of "history" has, at different turns, affected what is shared, known, valued, and commemorated--or overwritten, denied, or seemingly silenced. Attentive to the structures of power that inflect every part of Atlantic histories, it offers specific ethical frameworks for approaching these topics. Blending methods grounded in oral traditions and histories, place-based knowledge systems, documentary/written archives, songs, archaeology, material culture, and other forms of expression and representation, it invites class members to revisit the nature and meanings of these connected spaces. The course consistently connects historical experiences with the twenty-first century, and how communities today are grappling with the afterlives and ongoing effects of these Atlantic pasts through calls to action for reparations, repatriation and rematriation, Land Back, climate justice, and other forms of accountability. The course also provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: If the course over-enrolls, preference is for sophomore, junior, and senior History 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:

AMST 360(D2) HIST 361(D2) CAOS 361(D2)

Difference, Power, and Equity Notes: This course examines the formation and articulation of racial, ethnic, cultural, and other forms of difference across the Atlantic World, and ways that people from Indigenous, African/American, and Asian/American communities have engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in colonial literatures, and helps students build fluencies in approaching and interpreting them.

Attributes: GBST Borders, Exiles + Diaspora Studies HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 364 (S) Asia and Asian Americans During the Cold War (DPE)

Cross-listings: AAS 364 / AMST 384

Primary Cross-listing

This course traces how American geopolitical interests and involvement in Asia during the Cold War affected Asian Americans. It examines the history of the Cold War as a period of U.S. imperial expansion as well as a time when various actors and organizations, especially those of Asian descent, harnessed the East-West rivalry to advance their own agendas. We will consider how diverse diplomatic strategies including militarization, educational exchange, and immigration reform shaped East, South, and Southeast Asian migrations to and settlement in the United States and the social and material lives of these diverse communities. Case studies include transnational adoptees from Korea, Hmong and Vietnamese refugees in the U.S. and across Guam and Israel-Palestine, Black, Latinx, and Asian American activists who traveled to Vietnam, educated Indian and Pakistani immigrants, and American-born individuals of Japanese ancestry in Japan. We will also explore how individuals of Asian descent leveraged Cold War geopolitics and forged cross-ethnic, cross-class alliances to advocate for social change both at home and abroad.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors and Asian American studies concentrators

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 364(D2) AAS 364(D2) AMST 384(D2)

Difference, Power, and Equity Notes: This course will examine how various global and local actors competed for power in Asia and the U.S. during the Cold War. It will consider how new political and economic decisions by policymakers created and reinforced inequalities rooted in race, gender, class and other forms of difference. It will also examine how grassroots changemakers, whom we know little about, creatively and comprehensively navigated and changed the political and social landscapes in and outside of the U.S.

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

Spring 2025

SEM Section: 01 Cancelled

HIST 366 (F) What They Saw in America

Cross-listings: SOC 244 / AMST 244

Secondary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton, Sayyid Qutb, and Wang Huning. 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) HIST 366(D2) AMST 244(D2)

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

Fall 2024

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

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 and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

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:

HIST 367(D2) AFR 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. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

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 2025

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

HIST 369 (S) Policing, Punishment, and Protest in African American History

Cross-listings: AFR 377

Primary Cross-listing

This seminar will examine the development of the criminal legal system in the United States from the early republic to the present. Topics of study will include legacies of racial slavery; convict leasing; dynamics of gendered state violence; police tactics and technologies; the Great Migration and its impact on policing in the urban North; prisoner rights movements; urban rebellions; law and order politics; the Wars on Crime and Drugs and the rise of mass incarceration. This course will pay particular attention to the distinct relationships between domestic regimes of policing and imprisonment and various Black political struggles. By placing these topics in conversation with the history of African American life and politics, this course seeks to highlight the ways in which the criminalization of Black people has circumscribed Black citizenship and inspired successive insurgent movements for reform of the American carceral system.

Requirements/Evaluation: Students will be graded on class participation, reading responses, an Op-Ed paper (1200-1500 words), a book review (5-7 pages). In addition, students will work in groups to develop a podcast related to course themes.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History and Africana Studies majors

Expected Class Size: 15-20

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 377(D2) HIST 369(D2)

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

Spring 2025

LEC Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 371 (S) The City in African American History

Cross-listings: AFR 383

Primary Cross-listing

This course will explore African American urban life in the twentieth century. In particular we will examine the complicated role that cities have played in African American history, serving simultaneously as sites of exclusion and exploitation, and as sites of community organizing and institution building. Through engaging with a variety of case studies, students will examine the ways that African American struggles for equality and self-determination have shaped, and been shaped by, the urban environment in the modern US. Topics of study will include the Great Migration; redlining, real estate, and residential segregation; crime, policing, and surveillance; suburbanization, urban divestment, and the "urban crisis"; municipal politics and policy making.

Requirements/Evaluation: Active participation in class discussion, three 5-6 page essays, a digital history exercise, and a final 8-10 page independent research paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors and Africana Studies majors

Expected Class Size: 15-20

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 371(D2) AFR 383(D2)

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

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.

Requirements/Evaluation: class participation; 3 brief writing assignments (2-4 pages); one 6-8 page research paper, based on a visual source; 24-hour take-home exam.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and students who have taken previous History courses.

Expected Class Size: 15

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 2024

SEM Section: 01 Cancelled

HIST 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: WGSS 376

Primary Cross-listing

This course explores that ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. 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. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses 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 short (3-5-pages) 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)

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

WGSS 376(D2) HIST 376(D2)

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

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

HIST 377 (F) A Global History of Mass Dictatorship (DPE)

Cross-listings: GBST 373

Secondary Cross-listing

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship

and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

Requirements/Evaluation: Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: GBST concentrators and HIST 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:

GBST 373(D2) HIST 377(D2)

Difference, Power, and Equity Notes: Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

Attributes: GBST East Asian Studies GBST Latin American Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies GBST South + Southeast Asia Studies HIST Group G Electives - Global History

Fall 2024

SEM Section: 01 Cancelled

HIST 383 (F) Religion and American Capitalism

Cross-listings: REL 283

Secondary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? 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; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

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)(S) Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

Cross-listings: AAS 384 / AMST 383

Primary Cross-listing

How have scientific knowledge and medicine been tools of exclusion, violence, and imperial control against Asian Americans, as well as indigenous peoples, Black, Latinx, and white migrants, and their descendants? How have these groups negotiated and resisted encounters with such knowledge from the 19th century to the present? This seminar explores these questions by examining a series of case studies--including American colonial medicine and science in the Philippines and Hawai'i, Cold War migration of Chinese scientists and South Asian doctors to the U.S., and the politics of HIV/AIDS, psychiatry, and culturally competent care in Black, Asian, and Cuban migrant communities. Together, we will survey the literature in history, English, Global Health, Sociology, and other fields and consider how the Asian/Pacific American experience in science and medicine has been integral to, as well as informed by, the experiences of other groups in the transpacific world. Students will leave this course with interdisciplinary tools for understanding present-day health inequities in underserved Asian/Pacific American communities and other marginalized groups.

Requirements/Evaluation: Attendance and active participation in discussion, three response papers (3-4 pages), and final research paper (12-15 pages), as well as topic proposal, annotated bibliography, outline, and draft of the final paper

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference to History majors, Asian American Studies concentrators, and Public Health 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:

HIST 384(D2) AAS 384(D2) AMST 383(D2)

Difference, Power, and Equity Notes: This course explores how knowledge about science and medicine has been constituted and remade over time by various groups in the transpacific world to exert power over others on the structural, community and individual levels. We will also consider how individuals who experienced violence and inequities as a result of encounters with such knowledge challenged definitions and practices of science and medicine.

Attributes: AAS Core Electives HIST Group F Electives - U.S. + Canada PHLH Social Determinants of Health

Fall 2024

SEM Section: 01 Cancelled

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Hongdeng Gao

HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: LATS 385

Primary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

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) (WS)

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

HIST 385(D2) LATS 385(D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

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

Not offered current academic year

HIST 388 (S) Decolonization and the Cold War (DPE)

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, and films.

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) (DPE)

Difference, Power, and Equity Notes: This course is fundamentally concerned with dynamics of unequal power and social change that occurred during the post-WWII process of decolonization that unfolded in tandem with the Cold War. Students examine these shifting power relations from the perspectives of a wide range of actors in the Global South, the United States, the Soviet Union, China, and Europe. They come away with a sense of how the processes under study contributed to the makeup of today's world.

Attributes: GBST South + Southeast Asia Studies HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Jessica Chapman

HIST 395 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

Cross-listings: GBST 294

Secondary Cross-listing

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin

American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

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 395(D2) GBST 294(D2)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies
HIST Group G Electives - Global History

Spring 2025

SEM Section: 01 Cancelled

HIST 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America

Cross-listings: LEAD 396

Primary Cross-listing

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

Requirements/Evaluation: Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority to History and LEAD students

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 396(D2) LEAD 396(D2)

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

Not offered current academic year

HIST 402 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB 414 / GBST 414

Primary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 15

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:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)

Cross-listings: GBST 413 / ARAB 413 / ENVI 413

Primary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and

embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.

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:

HIST 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 417 (F) The Treaty System and Treaty Ports of China, 1840-1945

Cross-listings: ASIA 417

Primary Cross-listing

China in the nineteenth and early twentieth centuries was not colonized by a single Western power; instead several Western powers (and later Japan) exercised domination over China through a system of "unequal treaties" that granted them special privileges within Chinese territory. The years (1842-1943) in which these treaties were in effect is often called "The Century of Humiliation" by contemporary Chinese nationalists: a period of weakness that the rising Chinese nation still strives to overcome. The system imposed by these nineteenth century treaties, however, was a complex amalgam of legal, commercial, and residence privileges for foreigners in China that played a significant role in shaping the modern nation. One the most recognizable features of this system was the treaty *port*-an urban center designated as open to foreign residence, trade, and shipping. Extending from an initial five open ports to nearly fifty by the turn of the century, these ports became commercial and industrial centers that connected China to the global economy and created novel spaces of culture, labor, society, and politics. In this research seminar, we will use of several recent online collections of English-language primary source material to investigate the role of the treaty system and the treaty ports in modern Chinese history. The seminar will begin with an exploration of the historiography of the treaty system and "foreign presence" and culminate in an original research paper on a related topic of each student's choice. Throughout, we will work on general and specific research methods.

Class Format: This is a research seminar. Our goal will be to produce a 20-30 page original research paper by the end of the semester. In addition to discussion of readings, considerable time in class will be spend on research methods.

Requirements/Evaluation: Active participation in class discussion and activities; several short papers (5-7 pages) leading to a final research paper (20-30 pages)

Prerequisites: no prerequisites

Enrollment Limit: 20

Enrollment Preferences: Senior History majors, History majors, Asian Studies concentrators

Expected Class Size: 10

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 417(D2) ASIA 417(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: JWST 430

Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

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:

HIST 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 433 (F) Colonialism and the Jews (DPE) (WS)

Cross-listings: JWST 433

Primary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a

comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

Requirements/Evaluation: Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

Prerequisites: None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

Enrollment Limit: 15

Enrollment Preferences: Junior and Senior History Majors and Jewish Studies Concentrators

Expected Class Size: 15

Grading: yes 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 433(D2) JWST 433(D2)

Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

Difference, Power, and Equity Notes: This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course

Not offered current academic year

HIST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / REL 335

Primary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. 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 humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, 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. 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. The goal is for each student to produce a polished research paper based on 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:

JWST 434(D2) REL 335(D2) HIST 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 HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

HIST 452 Before and After Roe v. Wade: The History of Reproductive Politics in the United States

Debates about abortion, adoption, and birth control; and debates over who should be allowed to procreate and parent have generated major social, legal, and political conflicts in the United States. This course examines the history of those debates and conflicts, as well as their impact on the lives of individuals and on political culture. We will explore how legislative bodies, courts, medical experts, religious authorities, activists, and individuals have participated in those debates, and will pay particular attention to how class, race, religion, age, and sexuality have affected the experience of reproduction.

Class Format: This is a research seminar. Students will produce a 20-30 page original research paper by the end of the semester. In addition to discussion of readings, considerable time in class will be spent on research methods.

Requirements/Evaluation: Attendance and active participation in class discussion and activities; in-class presentations; several short assignments (1-2 pages) leading to a final research paper (20-30 pages)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Senior History majors; History majors

Expected Class Size: 12

Grading:

Distributions: (D2)

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

Not offered current academic year

HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)

Cross-listings: ARTH 561

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; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar 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 trips to museums, libraries, and archives with pertinent collections and

exhibitions.

Requirements/Evaluation: Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

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 are 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.

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

Not offered current academic year

HIST 455 (F) Material Cultures in North American History (DPE)

Cross-listings: AMST 455

Primary Cross-listing

Material culture studies consider the dynamic relationships that people develop with the physical world. Tangible items like clothing, furniture, tools, and the built environment are all shaped by communities' identities, aspirations, resources, struggles, and forms of power. This course approaches North American histories through the lens of materiality, and examines how interdisciplinary methodologies can illuminate multiple or alternate understandings of the past--and its continuing impacts in the twenty-first century. While many historians emphasize written archives and documents as primary sources, scholars and practitioners of material culture studies center everyday as well as exceptional material items that communities have produced and interacted with over many generations. Equally important are the afterlives of these items. At different turns, and across time, social groups have cherished certain belongings; contested, rejected, or remade them; ascribed and activated meanings that may be very different from what the original makers conceived. These continuing transits compel reckoning with major issues of justice, rights, restitution, and sovereignty. The course traces key theories, ethics, and practices of caretaking, preservation, repatriation, curation, creative re-making, and digitization. Members will participate in a series of visits to area museums, collections, and meaningful places to deepen skills of critical analysis. The scope of the course is North American and at times transoceanic. It also includes substantial focus on our location in the Northeast and local formations of materiality and memory, as well as topics in Native American and Indigenous Studies, settler colonialism, and decolonizing approaches. Class members will build familiarity with appropriate techniques for approaching and handling different forms of material culture. They will also cultivate skills for developing and carrying out an original research project; and explore diverse modes of analysis and expression for representing the stories of materials and the communities who engage with them.

Requirements/Evaluation: Active participation in class discussion and visits, reading reflections, in-class presentation, research project prospectus, research project

Prerequisites: Two prior courses in American History, American Studies, Native American and Indigenous Studies, or a related area

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, junior and senior History and American Studies majors

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 455(D2) AMST 455(D2)

Difference, Power, and Equity Notes: This course examines diverse communities' historical experiences across North America in conjunction with resistances to Euro-American settler colonialism. It introduces students to foundational methodologies in material culture studies including decolonizing approaches, and explores key topics about caretaking, interpretation, and repatriation to descendant communities, such as the Native American Graves Protection and Repatriation Act.

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

Not offered current academic year

HIST 462 (S) For the Soul of Mankind: The Cold War and American Foreign Relations (WS)

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) (WS)

Writing Skills Notes: Students will produce a 20-25 page final paper through a series of scaffolded assignments, each of which will receive feedback from the professor as well as a group of peers. Assignments leading up to the final research paper include a 4-6 page historiography paper, a 2-3 page draft introduction, and a completed initial draft.

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

Not offered current academic year

HIST 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: LATS 470 / WGSS 470

Primary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

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:

LATS 470(D2) HIST 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 478 (S) Cold War Landscapes

Cross-listings: AMST 478 / ENVI 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 American suburbs, 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 briefly examining other areas around the world. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame and complete 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: 12

Enrollment Preferences: History, ENVI, and AMST majors if over-enrolled

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 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 Group F Electives - U.S. + Canada

Spring 2025

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: 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:

GBST 480(D2) HIST 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.

Not offered current academic year

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 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:

HIST 481(D2) ASIA 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

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

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: 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

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)

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 written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

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 HIST Group A Electives - Africa

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

HIST 487 (S) FIRE! A SOCIAL HISTORY (WS)

This tutorial offers a social history of fire in a national, international, and transnational framework. The aim of this course isn't to historicize fire, itself. Rather, "fire" is treated as a subtext to other historical developments and events in the twentieth and twenty-first centuries that have been factually and figuratively shaped by it. In this regard, we will grasp fire not only as combustion or conflagration but also through its nuanced meanings and their implications for how we think historically about issues related to capitalism, class, climate and environment, labor, gender, immigration,

internationalism, policing, politics, race, radicalism, and sex. In essence, bodies might be on fire, burning with sexual desire; buildings might be on fire, engulfed in an intense conflagration; cities might be on fire, ignited by gunfire and urban unrests; workers might be fired or even fired up in a working-class movement, the latter incited by the push for labor democracy; or there might be fire weather, sparked by drier conditions and sweltering temperatures reflecting climate change. Thus, we will examine "fire" in a variety of historical contexts, from actual accounts of disastrous fire incidents due to environmental or industrial mishaps to stories of passion or protest inflaming individuals and groups to studies of rebellions and riots that produce fiery conditions. Lastly, we will analyze society's historical fascination with "fire" events, both real and imagined, and the way they have prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

Requirements/Evaluation: Weekly formal papers and written critiques. 10-12 page research paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a 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 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.

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

Spring 2025

TUT Section: T1 TBA Tyran K. Steward

HIST 488 (F) Sites of Memory and American Wars (WS)

This tutorial 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. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? 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 society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This course follows a 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 course work related to the topic.

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: At the start of the semester, students will outline what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

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

Fall 2024

TUT Section: T1 Cancelled

HIST 491 (S) The Suburbs (WS)

Cross-listings: ENVI 491 / AMST 490

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: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a 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 course work related to the topic.

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:

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

HIST 492 (S) Making Race in Early Modern Europe (DPE)

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will

afford a comparative perspective on contemporary views of races and racism.

Requirements/Evaluation: Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

Prerequisites: 200- or 300-level History classes

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors; History majors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Attributes: HIST Group P Electives - Premodern

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 2024

HON Section: 01 TF 2:35 pm - 3:50 pm Magnús T. Bernhardsson

HIST 494 (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)

Spring 2025

HON Section: 01 TF 2:35 pm - 3:50 pm Magnús T. Bernhardsson

HIST 495 (F) The Medieval World System: Globalization before 1500 (WS)

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

Requirements/Evaluation: Students will meet in pairs with the instructor 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

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor 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.

Attributes: HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024

TUT Section: T1 TBA Joel S. Pattison

HIST 497 (F) Independent Study: History

History independent study.

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

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Jessica Chapman

HIST 498 (S) Independent Study: History

History independent study.

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

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Jessica Chapman

Winter Study -----

HIST 21 (W) Domestic Terrorism: From the Klan, through the Oklahoma City Bombing, to January 6

Domestic Terrorism: From the Klan, through the Oklahoma City Bombing, to January 6 On January 6, 2021, we witnessed numerous acts of domestic terrorism - the effort to advance political and ideological ends through violent means. Some of these acts were carried out by organized groups engaged in seditious conspiracies. Others were committed by fellow travelers and hangers-on acting without much of a plan or foresight. But as unprecedented as was the assault on the US Capitol and the disruption of the peaceful transfer of power between presidential administrations, domestic terrorism has deep roots in the United States. One hundred and fifty years ago, during Reconstruction, the defenders of white supremacy organized themselves into the Ku Klux Klan and other groups to prevent those who had recently been enslaved from exercising political and economic power. The Department of Justice was established in response to this rampage of violent crime. The twentieth century saw many different episodes of domestic terrorism, with violence deployed to oppose everything from the war in Southeast Asia, the effort to register Black voters and integrate public accommodations, to the availability of abortions, as well as to a more generalized opposition to the federal government. In this class we will focus on some of these historical antecedents and then on the crimes of January 6 and their investigation and prosecution. The readings will include government and press reports as well as court documents relating to the cases on which we will focus, and The Report of the Select Committee to Investigate the January 6th Attack on the United States Capitol. We plan to visit Washington, D.C., to meet with one or more federal judges and advocates involved in the January 6 prosecutions. If schedules permit, we would also attend court proceedings. Students will be expected to write one 4-5 page paper (or another work of comparable effort) on a topic of their choosing.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: No prerequisites

Enrollment Limit: 12

Enrollment Preferences: By seniority; randomly among those of equal seniority.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Amy and Howard served as federal prosecutors and in other positions in the Department of Justice - Amy in the AG's Office and as the Department's attaché in London; Howard as FBI General Counsel. Between them, they have handled numerous matters involving domestic terrorism. Since leaving government, Amy and Howard have had active legal practices in the areas of white collar criminal defense and national security matters. Howard currently teaches as an Adjunct Professor at GWU College of Law.

Materials/Lab Fee: \$325

Attributes: STUX Winter Study Student Exploration

Winter 2025

SEM Section: 01 TR 1:00 pm - 4:00 pm Howard M Shapiro, Amy Jeffress

HIST 23 (W) Maps: Past, Present & Future

This course will examine how antique maps provide a frame for understanding history, art and science, as well as lessons for modern-day map-making. We will start by studying antique maps and mapmakers from various cultures over the past five hundred years. Students will learn about the multitude of online resources available for studying maps, and, in their first project, will select and evaluate an antique map, focusing on its cartographic, historic, artistic and design-related aspects. We will then explore modern-day map-making, including the tools, companies and people currently making them. The class will have several guest speakers about both historic and modern-day maps. In the second project, students will select and evaluate a modern-day map about a topic of their choosing, such as politics (e.g. gerrymandering, racial covenants, redlining), climate change, site selection, sports or recreation.

Requirements/Evaluation: Other: Discussion and two projects

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Mix of students with an interest in history, art and science.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Tom Paper is a Williams grad (1984), Stanford MBA, Managing Partner of Webster Pacific, a strategic analytics consultancy; he is also VP of the California Map Society and Founder of Pixeum, a website of beautiful and intricate images, including maps.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2025

LEC Section: 01 TWR 10:00 am - 12:30 pm Tom Paper

HIST 29 (W) Gallery to Garment: Exploring Costume History in Museums & Beyond

Welcome to "Gallery to Garment". This course offers a unique journey through the evolution of fashion, spanning from ancient times to the 21st century. Our exploration begins in the classroom, where we'll delve into the social, cultural, and economic influences that have shaped costume design throughout history. We'll focus on different eras, examining the materials, styles, and trends that defined it. To bring our studies to life, the course includes curated trips to various museums in Williamstown, New York, and Boston. Here, you'll witness firsthand the textures, colors, and craftsmanship of historical garments, ranging from the elaborate gowns of European courts to the intricate traditional wear of ancient civilizations. These excursions will not only enhance your understanding of the eras studied in class but also provide a tangible connection to the past. By the end of the course, you'll have gained a comprehensive understanding of the development of fashion and its role in history. You'll leave with an appreciation of how costume history is a vivid tapestry woven from the threads of time, culture, and creativity. Note: Travel outside of Williamstown is required for this course.

Requirements/Evaluation: Presentation(s)

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: Students will be selected based on their connection to course subject. ie. The student is majoring in history, and/or they seek a career in the fashion industry, and/or the museums visits will help with thesis/project research, etc.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Nicola MacEwen is a fashion educator and sustainability consultant. She currently works as a professor at Framingham State University, where she teaches Costume History, Textiles, and Sustainability in the Fashion Industry.

Materials/Lab Fee: \$110

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2025

LEC Section: 01 WR 10:00 am - 1:00 pm Nicola MacEwen

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 2025

IND Section: 01 TBA Jessica Chapman

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 2025

HON Section: 01 TBA Jessica Chapman

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 2025

IND Section: 01 TBA Jessica Chapman