

HISTORY (Div II)

Chair: Professor Roger Kittleson

- 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, Religion, Leadership Studies
- Alexander Bevilacqua, Associate Professor of History
- Jessica Chapman, Professor of History; on leave Spring 2024
- Rene R. Cordero, Gaius Charles Bolin Fellow in History
- Christine DeLucia, Associate Professor of History
- Sara Dubow, Professor of History; on leave 2023-2024
- Alexandra Garbarini, Charles R. Keller Professor of History; on leave 2023-2024
- Andrew L. Grim, Visiting Assistant Professor of History
- Aparna Kapadia, Associate Professor of History and Chair of Asian Studies Program; affiliated with: History, Asian Studies Program
- Charlotte A. Kiechel, Visiting Assistant Professor of History
- Roger A. Kittleson, Chair and John J. Gibson Professor of History; affiliated with: History, Latina/o Studies
- 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: Center for Environmental Studies, History
- Karen R. Merrill, Professor of History; on leave Spring 2024
- Joel S. Pattison, Assistant Professor of History
- Anne Reinhardt, Professor of History; affiliated with: History, Asian Studies Program; on leave Spring 2024
- Viktor Shmagin, Visiting Assistant Professor of History
- Eiko Maruko Siniawer, Provost, Class of 1955 Memorial Professor of History; affiliated with: Provost's Office, History, Asian Studies Program
- Tyran K. Steward, Assistant Professor of History; on leave 2023-2024
- Benjamin Twagira, Assistant Professor of History; on leave 2023-2024
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History
- 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 Programme) and a 400-level seminar or tutorial.

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

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

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None recently.

HIST 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

Winter 2024

SEM Section: 01 MTWR 10:00 am - 3:00 pm Sara Dubow

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) AFR 104(D2) HIST 104(D2)

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

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

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

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 (F) 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:

ASIA 111(D2) HIST 112(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

Fall 2023

TUT Section: T1 TBA Viktor Shmagin

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:

ARAB 211(D2) HIST 116(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

Spring 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Magnús T. Bernhardsson

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) HIST 117(D2) GBST 117(D2)

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

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

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

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

Spring 2024

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

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

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Charlotte A. Kiechel

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

Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown.

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

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

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

Enrollment Limit: 12

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 134 (F) The Great War (WS)

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

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

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

Not offered current academic year

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

Not offered current academic year

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

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 12-16

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

Distributions: (D2) (WS)

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

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023

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

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

Spring 2024

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

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

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:

HIST 158(D2) AFR 158(D2)

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

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

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

Not offered current academic year

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:

AFR 160(D2) HIST 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

Spring 2024

HIST 163 (S) 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 developed to record, remember, advocate, persuade, resist, and express their 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; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, 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 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 Apress. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and 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. This course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum as well as digital spaces.

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

Prerequisites: none

Enrollment Limit: 15

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

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:

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 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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am 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 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AFR 167 / AMST 167

Primary Cross-listing

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

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

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

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will

receive from the instructor timely comments on their writing skills, with suggestions for improvement."

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

Not offered current academic year

HIST 202 (S) Islam in Africa (DPE)

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

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

Spring 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Viktor Shmagin

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

Cross-listings: GBST 203 / AFR 227

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:

HIST 204(D2) GBST 203(D2) AFR 227(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 205 (F) The Making of Modern Africa (DPE)

Cross-listings: AFR 203

Primary Cross-listing

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the

abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D2) (DPE)

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

HIST 205(D2) AFR 203(D2)

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

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

Not offered current academic year

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

Cross-listings: ARAB 206 / REL 220

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: History and Arabic Studies majors, seniors

Expected Class Size: 30

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

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

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:

HIST 207(D2) LEAD 207(D2) ARAB 207(D2) GBST 102(D2) JWST 217(D2) REL 239(D2)

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

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

Fall 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Magnús T. Bernhardtsson

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: 25-30

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

Distributions: (D2)

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

HIST 213(D2) ASIA 213(D2)

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

Not offered current academic year

HIST 214 (F) Foundations of China

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 25

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

Distributions: (D2)

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

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

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

Not offered current academic year

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:

HIST 217(D2) ASIA 217(D2)

Fall 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Viktor Shmagin

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

Cross-listings: ASIA 218

Primary Cross-listing

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

Class Format: lecture and discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

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

Expected Class Size: 30

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

Distributions: (D2)

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

HIST 218(D2) ASIA 218(D2)

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

Not offered current academic year

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

Cross-listings: ASIA 222

Primary Cross-listing

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

Class Format: Lecture-discussion

Requirements/Evaluation: class participation, reading responses, 2 essays, mid-term and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

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

Expected Class Size: 20-25

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

Distributions: (D2)

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

ASIA 222(D2) HIST 220(D2)

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

Not offered current academic year

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

Cross-listings: GBST 221 / ASIA 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:

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

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

Spring 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Aparna Kapadia

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

Fall 2023

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

HIST 223 (S) Roman History

Cross-listings: CLAS 223 / LEAD 223

Secondary Cross-listing

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

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

Prerequisites: None; open to all

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D2)

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

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

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

Not offered current academic year

HIST 224 (F) 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, weekly reading responses or short in-class quiz, two short papers, and a 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

Fall 2023

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

Spring 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Alexander Bevilacqua

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

Cross-listings: JWST 230

Primary Cross-listing

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

the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and fiction.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 10-20

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

Distributions: (D2)

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

JWST 230(D2) HIST 230(D2)

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

Not offered current academic year

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 heterogeneous 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

Spring 2024

LEC Section: 01 MR 1:10 pm - 2:25 pm Charlotte A. Kiechel

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:

HIST 237(D2) CLAS 237(D1)

Attributes: HIST Group P Electives - Premodern

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Felipe Soza

HIST 239 (F) Germany in the Twentieth Century

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

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

Expected Class Size: 30

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

Distributions: (D2)

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Thomas A. Kohut

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:

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

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

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

Fall 2023

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

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 257 (F) Religion and American Politics

Cross-listings: REL 217

Secondary Cross-listing

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

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

Prerequisites: None; open to all students.

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

REL 217(D2) HIST 257(D2)

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

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 261 (S) America and the Cold War

Cross-listings: PSCI 262 / LEAD 262

Secondary Cross-listing

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

Class Format: lecture/discussion

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

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

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

Distributions: (D2)

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

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

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

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

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Laura J. Martin

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

Cross-listings: ENVI 246 / AMST 245

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

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

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

Not offered current academic year

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

Cross-listings: AFR 270 / LEAD 270

Primary Cross-listing

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

Class Format: Lecture and discussion.

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

Prerequisites: None.

Enrollment Limit: 40

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

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

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

Not offered current academic year

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

Cross-listings: 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) SOC 224(D2)

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

Fall 2023

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

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

Cross-listings: ENVI 247 / AFR 234 / AMST 234

Secondary Cross-listing

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the

capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 7

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

Cross-listings: AFR 235 / GBST 235 / ENVI 253 / AMST 235

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 7

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

Spring 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Christine DeLucia

LAB Section: 02 W 1:00 pm - 2:00 pm Christine DeLucia

HIST 279 (F) African American History Since 1865

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 formal papers (5-7 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)

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

Fall 2023

LEC Section: 01 Cancelled

HIST 280 (S) Emancipation to BlackLivesMatter

Cross-listings: AFR 280 / LEAD 280

Primary Cross-listing

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

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:

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

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

Not offered current academic year

HIST 284 Asian American History (DPE)

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:

Distributions: (D2) (DPE)

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

Not offered current academic year

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:

HIST 286(D2) LATS 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

Fall 2023

HIST 292 (F) History of Sexuality

Cross-listings: WGSS 239 / REL 241 / GBST 241

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) WGSS 239(D2) REL 241(D2) GBST 241(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: Practices of Modern History

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

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

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

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 10-15

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

Distributions: (D2)

Not offered current academic year

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

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

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

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

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15

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

Distributions: (D2)

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 2024

SEM Section: E2 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 2023

SEM Section: D2 MW 11:00 am - 12:15 pm 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 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 Relations--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 2023

SEM Section: B1 TR 8:30 am - 9:45 am 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

Spring 2024

SEM Section: A1 TF 1:10 pm - 2:25 pm Carmen T. Whalen

HIST 302 (F) Islamic Law: Past and Present

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

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

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

Fall 2023

SEM Section: 01 Cancelled

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

Cross-listings: ARAB 303

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

HIST 303(D2) ARAB 303(D2)

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

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

Not offered current academic year

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

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

Primary Cross-listing

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

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: 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:

AFR 335(D2) HIST 304(D2) ENVI 304(D2) GBST 304(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

HIST 305 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: GBST 305 / AFR 304

Primary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new

diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

GBST 305(D2) HIST 305(D2) AFR 304(D2)

Difference, Power, and Equity Notes: This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

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

Not offered current academic year

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

Cross-listings: COMP 369 / GBST 369 / ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, 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) GBST 369(D2) ARAB 369(D1) HIST 306(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 Electives

Not offered current academic year

HIST 307 (F) 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, 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, 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:

ARAB 307(D2) HIST 307(D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 308 (F) The Nile (DPE)

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

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:

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

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

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

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Magnús T. Bernhardsson

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 hliðin," "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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Magnús T. Bernhardsson

HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the

enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

Attributes: GBST African Studies Electives

Not offered current academic year

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

Cross-listings: REL 312 / GBST 312 / ASIA 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:

HIST 312(D2) REL 312(D2) GBST 312(D2) ASIA 312(D2)

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

Spring 2024

SEM Section: 01 Cancelled

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:

HIST 313(D2) ASIA 313(D2)

Attributes: GBST East Asian Studies Electives 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

Not offered current academic year

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 6-page essay

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 318(D2) HIST 316(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

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/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:

HIST 317(D2) ASIA 310(D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 318 (F) Nationalism in East Asia

Cross-listings: ASIA 354 / PSCI 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:

ASIA 354(D2) HIST 318(D2) PSCI 354(D2)

Attributes: GBST East Asian Studies Electives 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: ASIA 319 / WGSS 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) ASIA 319(D2) WGSS 319(D2)

Difference, Power, and Equity Notes: This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2023

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

HIST 320 (S) Emotions in Modern Japanese History

Cross-listings: ASIA 320

Primary Cross-listing

Emotions have been integral to the human experience--to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

Requirements/Evaluation: class discussion; response papers; research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors; prospective majors

Expected Class Size: 10-12

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

Distributions: (D2)

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

HIST 320(D2) ASIA 320(D2)

Attributes: HIST Group B Electives - Asia

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)

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Viktor Shmagin

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

Fall 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Joel S. Pattison

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 (4-5 pages), and one longer research paper (8-10 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 2024

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

HIST 327 (S) A History of the German Democratic Republic

This seminar is a cultural history of the German Democratic Republic that focuses on the lives and experiences of East Germans from 1949 to 1990 and beyond. The course relies heavily on primary sources, including films, works of literature and art, ego documents such as memoirs, diaries, and letters, as well as the documentary, *The Children of Golzow*, that covers the lives of a handful of East Germans from 1960 to 2007. Proceeding chronologically, the course will consider the emergence of the GDR out of the Second World War and the Third Reich between 1945 and 1950; the GDR during the 1950s, including the workers' uprising and the brief liberalization that occurred in its aftermath; the GDR in the shadow of the Wall during the 1960s; the GDR during the 1970s under Erich Honecker with its emphasis on consumerism; the GDR during the last decade of its existence during the 1980s with increasing economic stagnation, environmental degradation, popular disillusionment, and the ascendance of the Stasi state; and, finally, the collapse of the GDR and the subsequent experience of its former citizen in the Federal Republic of Germany after 1989.

Requirements/Evaluation: The course will be taught in a discussion format. Evaluation will be based upon participation in class discussion, two interpretative essays, each of approximately five pages, and a final eight-page paper due at the end of the semester.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 25

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 328 (F) The Making and Unmaking of the United Kingdom

England may be a very old country, but the United Kingdom (technically the United Kingdom of Great Britain and Northern Ireland) is a relatively new concoction, newer in fact than the United States of America. Although James VI of Scotland ascended both the English and Irish thrones as James I in 1603, it was only in 1707 that the Acts of Union united the two separate kingdoms of Scotland and England into one nation, Great Britain. And it was only in 1800 that further Acts of Union brought Ireland into the fold, creating the United Kingdom of Great Britain and Ireland. This would itself only last until 1922 when, after bloody civil war, Ireland was partitioned, leaving only the northern six counties remaining in the United Kingdom. Largely through

discussion, this course will explore the troubled making and unmaking of the United Kingdom since 1689. After considering the meaning of the nation, nationalism, and national identity, it will focus on specific moments in the history of that making and unmaking. Topics will include: the revolution of 1688-89 and subsequent Scottish Highland support for the discredited Jacobites (followers of ousted monarch, James II); Anglo-Scottish commercial interests that fueled the Acts of Union in 1707; the defeat of the Jacobites in the last battle on British soil in 1746; Anglo-Irish relations in the eighteenth century that fueled the creation of the United Kingdom in 1800 against the backdrop of the French Revolution; the nineteenth-century movement for Irish Home Rule, culminating in the Easter Rising in 1916 and the partition of the island; the more recent resurgence of Scottish and Welsh nationalism, leading to the establishment of the Welsh and Scottish parliaments and a referendum on Scottish independence; and, finally, the current dilemma of Northern Ireland. Although primarily a political history of the four nations that comprise the United Kingdom, the course will also focus on the cultural meanings of Britishness in the eighteenth century, the imperial dimensions of national belonging in the nineteenth century, multi-racial attempts to recast Britishness against the backdrop of postwar imperial decline, and recent, right-wing formations of Englishness in the context of the fragmentation of the United Kingdom and Britain's exit from the European Union.

Class Format: this is primarily a discussion course with three 75-minute lectures that will frame the various topics for discussion

Requirements/Evaluation: course evaluation will be based on regular attendance and participation in class discussions, the preparation of three document response papers (3 pages each), and the writing of two substantive 8-10 page interpretive essays.

Prerequisites: no prerequisites, although some familiarity with the contours of modern European history would be useful

Enrollment Limit: 25

Enrollment Preferences: preference given to History majors

Expected Class Size: 12-20

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: WGSS 331

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Class Format: This course will be taught as a discussion course, with discussions focused on the assigned readings.

Requirements/Evaluation: The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

Prerequisites: None; open to all students.

Enrollment Limit: 25

Enrollment Preferences: Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

Expected Class Size: 15-20

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 331(D2) HIST 332(D2)

Difference, Power, and Equity Notes: "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 335 (F) Weimar Germany

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

Requirements/Evaluation: participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with background in European history, or History majors

Expected Class Size: 10-12

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 336 (F) National-Socialist Germany

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the *Volksgemeinschaft*; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

Class Format: discussion

Requirements/Evaluation: active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Preference given to seniors and juniors and history majors

Expected Class Size: 20-25

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Thomas A. Kohut

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

Fall 2023

LEC Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

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

Spring 2024

LEC Section: 01 TR 11:20 am - 12:35 pm Rene R. Cordero

HIST 346 (F) Modern Brazil (DPE)

Cross-listings: AFR 346

Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

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

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 20-25

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

Distributions: (D2) (DPE)

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

HIST 346(D2) AFR 346(D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of

difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

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

Not offered current academic year

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

Not offered current academic year

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: MAST 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

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

HIST 352(D2) MAST 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023

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

Spring 2024

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

HIST 360 (F) Mapping North America: Critical Cartographies (DPE)

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

Requirements/Evaluation: class discussion, response papers, short analytic essays, final project

Prerequisites: one History or American Studies course

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

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

Not offered current academic year

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

Cross-listings: AMST 360

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 or 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" history through a transnational and transoceanic lens. 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 traces pathways for recasting the nature and meanings of these connected spaces and histories. In addition, 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 exercise, final essay/project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 360(D2) HIST 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 recovering and interpreting them.

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

Spring 2024

SEM Section: 01 Cancelled

HIST 366 (F) What They Saw in America

Cross-listings: AMST 244 / SOC 244

Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

HIST 366(D2) AMST 244(D2) SOC 244(D2)

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

Fall 2023

HIST 367 (F) 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: 20

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

Distributions: (D2) (DPE) (WS)

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

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

Not offered current academic year

HIST 368 (F) Framing American Slavery (DPE)

Cross-listings: AFR 363 / AMST 368

Primary Cross-listing

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

Requirements/Evaluation: Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Priority given to History, American Studies, and Africana Studies concentrators/ majors.

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

HIST 368(D2) AFR 363(D2) AMST 368(D2)

Difference, Power, and Equity Notes: This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Not offered current academic year

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

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)

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

Fall 2023

LEC Section: 01 TF 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

Spring 2024

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

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 primary source; 24-hour take-home exam.

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Not offered current academic year

HIST 379 (S) Black Women in the United States (DPE)

Cross-listings: AFR 379 / WGSS 379

Primary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, WGSS, and American Studies Majors, and Africana Concentrators.

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

HIST 379(D2) AFR 379(D2) WGSS 379(D2)

Difference, Power, and Equity Notes: This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 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:

HIST 383(D2) REL 283(D2)

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

Not offered current academic year

HIST 384 Comparative History of Science and Medicine in Asian/Pacific America, 1800-Present (DPE)

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:

Distributions: (D2) (DPE)

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

Not offered current academic year

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 (F) Decolonization and the Cold War

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

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

Distributions: (D2)

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

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jessica Chapman

HIST 389 (S) The Vietnam Wars (DPE)

Cross-listings: LEAD 389 / ASIA 389

Primary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

HIST 389(D2) LEAD 389(D2) ASIA 389(D2)

Difference, Power, and Equity Notes: This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

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

Not offered current academic year

HIST 390 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies (DPE)

Cross-listings: STS 302

Secondary Cross-listing

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

Requirements/Evaluation: 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 390(D2) STS 302(D2)

Difference, Power, and Equity Notes: The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

Attributes: HIST Group G Electives - Global History STS Senior Seminars

Not offered current academic year

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)

Cross-listings: GBST 391 / ASIA 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

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

Distributions: (D2) (DPE) (WS)

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

GBST 391(D2) HIST 391(D2) ASIA 391(D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

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

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

ENVI 413(D2) HIST 413(D2) ARAB 413(D2) GBST 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 416 (F) The Many Lives of Tokyo (WS)

Cross-listings: ASIA 416

Primary Cross-listing

The city of Tokyo has had many lives from its early modern founding as the shogun's capital of Edo to its contemporary incarnation as a global megacity. This seminar explores how and why the city has changed--how an unassuming fishing village was transformed over four centuries into a vibrant early modern city of over a million people, the heart of a modern nation and metropole of an expansive empire, an emblem of urban cosmopolitanism, and a sprawling metropolis. Our focus will be on how people have lived, conceived, and shaped Edo/Tokyo. We will consider how different and various people have moved through the city; where and how they have lived, worked, and enjoyed themselves; how they have interacted with the natural and built environments; and how they have expressed their discontents with, and aspirations for, the city. Topics to be examined include: physical expansion, urbanization, and suburbanization; destruction and reconstruction from fires, earthquakes, and war; cultivation of opportunities to consume; and creation of urban popular cultures. The centerpiece of the seminar is the research and writing of a substantial and original paper that delves into a question of interest to you about the history of Tokyo.

Requirements/Evaluation: class participation, discussion posts, response papers, and a research paper (20-25 pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Asian Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 416(D2) ASIA 416(D2)

Writing Skills Notes: In addition to gaining fluency with shorter pieces of writing such as response papers, students will work on the research paper in

stages. This will include the writing of drafts which will be workshopped with classmates. Students will also receive timely and substantial feedback on all of their writing from the professor.

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

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

Fall 2023

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

HIST 422 (F) Festivities in the Early Modern World

Cross-listings: ARTH 522

Secondary Cross-listing

In 1860, Jacob Burckhardt put festivals at the center of his influential study of Renaissance Italy. In the century and a half since, scholars have enriched and deepened our understanding of festivities across early modern Europe and the world during the era of early global interaction (ca. 1400---1800). In this seminar we will seek to establish why festivities were so intrinsic to early modern culture, and what work they did. To what extent was performing a form of knowledge? How did festivity mediate early global interaction? We will consider, moreover, the many ways in which ephemeral events were commemorated in paintings and prints, and to what extent historians can recapture the early modern festivity today. Beyond Europe, we will investigate how the festival cultures of the Americas, of Africa, and of Asia interacted with European festival traditions, whether in Goa, Pernambuco, or Mexico City. Ultimately, we will ask: what might an early modern cultural history focused on festivities reveal? We will approach this history through a combination of primary materials drawn from the holdings of Williams College's Chapin Library and secondary readings, which will range from classics in the field to the most recent scholarship. Students will take turns delivering presentations on preselected objects of the week. By

semester's end each student will complete a 15-to-20-page research paper on a festival of their choosing.

Requirements/Evaluation: Engaged participation in discussions; in-class presentation; proposal and bibliography; research paper.

Prerequisites: For undergraduates, at least two prior courses in or related to History or Art History.

Enrollment Limit: 16

Enrollment Preferences: Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference given to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to ab24@williams.edu.

Expected Class Size: 16

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

Distributions: (D2)

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

ARTH 522(D1) HIST 422(D2)

Attributes: ARTH pre-1800

Fall 2023

SEM Section: 01 T 10:00 am - 12:50 pm Alexander Bevilacqua

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

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Charlotte A. Kiechel

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:

JWST 433(D2) HIST 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 be 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 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:

HIST 454(D2) ARTH 561(D1)

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

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Christine DeLucia

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:

HIST 470(D2) LATS 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 workshoping 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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

HIST 478 (S) Cold War Landscapes

Cross-listings: ENVI 478 / AMST 478

Primary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

Requirements/Evaluation: class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 10

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

Distributions: (D2)

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

HIST 478(D2) ENVI 478(D2) AMST 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

Not offered current academic year

HIST 480 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: AFR 381 / GBST 480

Primary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 480(D2) AFR 381(D2) GBST 480(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

Not offered current academic year

HIST 482 (F) Race and American Foreign Relations (WS)

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to reckon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None, open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Not offered current academic year

HIST 483 (S) Sport and Diplomacy (DPE) (WS)

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Requirements/Evaluation: Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

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

Not offered current academic year

HIST 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 be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

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 previous coursework in History.

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 weekly 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 2023

TUT Section: T1 TBA Karen R. Merrill

HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and

nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

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

Distributions: (D2) (DPE) (WS)

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

HIST 489(D2) ARAB 408(D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)

Cross-listings: JWST 490

Primary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has become a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written paper on the issues raised in the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

JWST 490(D2) HIST 490(D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

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

Not offered current academic year

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 be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive weekly 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

Not offered current academic year

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

Spring 2024

TUT Section: T1 TBA Alexander Bevilacqua

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 2023

HON Section: 01 TF 2:35 pm - 3:50 pm Aparna Kapadia

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 2024

HON Section: 01 TF 2:35 pm - 3:50 pm Aparna Kapadia

HIST 495 (S) 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

Not offered current academic year

HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: GBST 412 / ASIA 412 / LEAD 322 / REL 412

Primary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

GBST 412(D2) HIST 496(D2) ASIA 412(D2) LEAD 322(D2) REL 412(D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 497 (F) Independent Study: History

History independent study.

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

Distributions: (D2)

Fall 2023

IND Section: 01 TBA Roger A. Kittleson

HIST 498 (S) Independent Study: History

History independent study.

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

Distributions: (D2)

Spring 2024

IND Section: 01 TBA Roger A. Kittleson

Winter Study -----

HIST 14 (W) Game of Thrones ca. 850 BCE: Empire, Religion, and Palace Intrigue in the Neo-Assyrian Reliefs at WC

A pair of stone reliefs, now housed at WCMA, once decorated the most imposing palace in the ancient world- Ashurnasirpal II's palace at ancient Kalhu (modern Nimrud, Iraq) the heart of the world's first empire. One modern scholar remarked on Ashurnasirpal's "calculated frightfulness," yet religion, scholarship, fashion, epic poetry, love, and court intrigue also surrounded the reliefs in their original setting. This multidisciplinary course explores the reliefs, their iconography, and the so-called "Standard Inscription" that accompanies them, in their ancient, 19th-century, and modern contexts. From WCMA's collection we examine inscribed bricks from Ashurnasirpal's son Shalmaneser III, economic texts from the 3rd millennium BCE, and clay "cones" from Gudea of Lagash-the first king to claim expertise as an architect! We explore the era of the reliefs' (re)discovery amidst competing drives to collect, discard, or destroy them: Williams alum D. W. Marsh (class of 1842), who donated the reliefs; Marsh's life on campus, including the Williams missionary movement; Marsh's years in Mosul, and friendship with the British archaeologist A.H. Layard, who excavated the palace. The course emphasizes first-hand experience: dramatic readings of the Epic of Gilgamesh (for literary and cultural clues); Ashurnasirpal's "Banquet Stele" (for a description of the ancient world's most lavish party); learning to write cuneiform; a Mesopotamian feast. The course closes with an overnight field trip for a private tour of Yale's Babylonian Collection, the Yale University Art Gallery-and New Haven pizza. An optional, 3-part "Flash Akkadian" course, open to the community, teaches students to decipher, render into Akkadian, and translate a Shalmaneser III brick at WCMA. Meets afternoons 2x/week

Requirements/Evaluation: Paper(s) or report(s); Presentation(s); Performance(s); Creative project(s); Students may write a 10-page paper or its equivalent at the end of the course AND/OR produce creative or intellectual work during the course that counts toward the final project. Possibilities include completion of "Flash Akkadian," presentations on assigned articles, or a journal chronicling the class experience and the questions it raises. Past projects have included embroidery, drawings, board games, and musical compositions.

Prerequisites: Curiosity.

Enrollment Limit: 12

Enrollment Preferences: The course welcomes and benefits from the participation of students from all academic disciplines.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Alison Acker Gruseke is a Williams graduate (1982), former book editor, and now holds a PhD from Yale's department of Religious Studies. She specializes in the study of the Hebrew Bible (Old Testament), including its ancient religious, political, literary, cultural, historical, and geographical contexts. She has taught and lectured in both undergraduate and graduate settings, including at Williams.

Materials/Lab Fee: \$165

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 TR 1:00 pm - 4:00 pm Alison A. Gruseke

HIST 16 (W) Medieval Paleography: Learning to Read Medieval Manuscripts

Paleography is the art and science of reading ancient handwriting. For centuries, the transmission of texts in Europe and elsewhere depended, in large part, on the careful work of scribes, copyists, and commentators, working on papyrus, parchment, and paper, and writing out texts by hand. In this class, we will examine the related sciences of paleography and codicology over the period from Antiquity to c. 1500 CE. Students will have the chance to closely examine the manuscripts and other hand-written documents preserved in Williams' Special Collections, and can take a stab at reproducing the calligraphy they find there.

Class Format: Class will include a visit to Special Collections.

Requirements/Evaluation: A short paper, OR a creative calligraphy project

Prerequisites: Prior experience with Latin, Greek, or another foreign language helpful but not required.

Enrollment Limit: 15

Enrollment Preferences: Priority will be given to history majors.

Expected Class Size: 10

Grading: pass/fail only

Winter 2024

SEM Section: 01 TR 1:00 pm - 4:00 pm Joel S. Pattison

HIST 17 (W) Printed Texts and Images in the Early Modern Period

Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the world of printed books and images in the early modern period. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the regular, hands-on consultation of illustrated rare books in the Chapin Library. Given the underlying premise that one learns by doing, we will usually meet four times a week, primarily in the Chapin library. For your final project, you will be expected to select an illustrated book from the Chapin collection and prepare a presentation on it for the class in which you highlight the topics addressed during the lectures. Evaluation will be based upon this presentation, in addition to class participation. I look forward to delving into the fascinating world of hand-crafted books and prints with you.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Randomly

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Karen Bowen is an art historian, specialized in the study of prints, printmaking, and book illustration in the early modern period. She is currently preparing a book on the European print trade in the 16th and 17th centuries.

Materials/Lab Fee: \$25

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 Cancelled

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

This course will examine how antique maps provide a frame for understanding history, as well as lessons for modern-day map-making. We will start by considering the purposes of antique maps, especially those made in the 15th and 16th centuries by European and Islamic mapmakers, as well as maps made by indigenous mapmakers. Students will learn about the multitude of online resources available for studying antique maps, and, in their first project, will make a presentation about an antique map of their choice. We will then discuss the tools used in modern-day map-making, including analytical mapping software like ArcGIS and data sources like the US Census. The class will have several guest speakers and will also discuss a variety of case studies about how businesses, governments, and nonprofits utilize modern-day map-making. In the second project, students will select and evaluate a modern-day map, which could be about a nonprofit topic like politics, gerrymandering, racial covenants, redlining, or climate change or a for-profit topic like site selection, advertising effectiveness, sports or recreation.

Requirements/Evaluation: Presentation(s); Class participation

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 consulting firm that helps companies with strategic analytics; he is also VP of the California Map Society and Founder of Pixeum: The Digital Gallery.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

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

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 2024

IND Section: 01 TBA Alexander Bevilacqua

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 2024

HON Section: 01 TBA Aparna Kapadia

HIST 40 (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 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: pass/fail only

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.

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

Winter 2024

SEM Section: 01 MTWR 10:00 am - 3:00 pm Sara Dubow

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 2024

IND Section: 01 TBA Roger A. Kittleson