HISTORY (Div II)
Chair: Professor Roger Kittleson

- Magnús T. Bernhardsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: Global Studies, Religion Department, Leadership Studies Program
- Alexander Bevilacqua, Assistant Professor of History
- Jessica Chapman, Professor of History
- Christine Delucia, Associate Professor of History
- Sara Dubow, Associate Dean of the Faculty, Professor of History; affiliated with: History Department
- Aparna Kapadia, Associate Professor of History
- Charlotte A. Kiechel, Visiting Assistant Professor of History
- Roger A. Kittleson, Chair and Professor of History; affiliated with: Latina/o Studies Program
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History; on leave 2022-2023
- Gretchen Long, Dean of the College, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; affiliated with: History Department
- Maud Mandel, President, Professor of History; affiliated with: History Department
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department
- Karen R. Merrill, Professor of History
- Joel S. Pattison, Assistant Professor of History
- Anne Reinhardt, Professor of History and Chair of Asian Studies Program; affiliated with: Asian Studies Program
- Viktor Shmagin, Visiting Assistant Professor of History
- Eiko Maruko Siniawer, Provost, Class of 1955 Memorial Professor of History; affiliated with: History Department, Asian Studies Program
- Tyran K. Steward, Assistant Professor of History
- Benjamin Twagira, Assistant Professor of History
- Chris Waters, Hans W. Gatzke ’38 Professor of Modern European History
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt ’58 Professor of History; affiliated with: History Department
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: History Department

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

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

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

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

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

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

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

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

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

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

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

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

- Africa and the Middle East: 102-111, 202-211, 302-311, 402-411
- Asia: 112-121, 212-221, 312-321, 412-421
- Europe and Russia: 122-141, 222-241, 322-341, 422-441
- Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451
- United States: 152-191, 252-291, 352-387, 452-471
- Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

ADVISING

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

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty
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 104 (S)  Race and a Global War: Africa during World War II  (DPE) (WS)

Cross-listings:  AFR 104  HIST 104  GBST 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:

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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

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

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

Spring 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Benjamin Twagira

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

Cross-listings:  HIST 109  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

Spring 2023
TUT Section: T1 TBA Magnús T. Bernhardsson

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)
Cross-listings: HIST 110 WGSS 110 ARAB 215
Primary Cross-listing
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)
Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?
Attributes: HIST Group E Electives - Middle East
Not offered current academic year

HIST 115 (F) The World of the Mongol Empire (WS)
Cross-listings: HIST 115 ASIA 115 ASST 115
Primary Cross-listing
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

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

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

Enrollment Limit: 19

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

Expected Class Size: 15-19

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

Distributions: (D2) (WS)

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

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

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

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

Not offered current academic year

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

Cross-listings: GBST 117 HIST 117 ASIA 117

Primary Cross-listing

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

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 19

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

Expected Class Size: 12-15

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

Distributions: (D2) (WS)

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

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

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.
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 2023

SEM Section: 01 MWF 8:30 am - 9:45 am 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 2022

SEM Section: 01    MWF 8:30 am - 9:45 am     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
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

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

---

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

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

---

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

Cross-listings: HIST 152 WGSS 152

**Primary Cross-listing**

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 15-19
Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 152 (D2) WGSS 152 (D2)

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

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

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

Not offered current academic year

HIST 155  (F)  School Wars  (WS)

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

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

Prerequisites: first-years or sophomores

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

Not offered current academic year

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 12

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

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

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

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

Not offered current academic year

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

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

**Primary Cross-listing**

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

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

**Prerequisites:** first-years

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

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

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

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

HIST 157 (D2) AMST 157 (D2)

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

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

Not offered current academic year

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

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

**Primary Cross-listing**

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

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

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

Enrollment Limit: 19

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

Spring 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Tyran K. Steward

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

Cross-listings: AFR 159  HIST 159

Primary Cross-listing

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

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

Prerequisites: None.

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 159 (D2) HIST 159 (D2)
**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2 pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

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

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

---

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

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

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

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

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

---

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

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

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

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

Not offered current academic year

HIST 166 (F) Cold War Films (WS)

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

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

Prerequisites: None, open to all students.

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

Fall 2022

TUT Section: T1 TBA Jessica Chapman
HIST 167  (S)  Let Freedom Ring? African Americans and Emancipation  (WS)

Cross-listings:  AFR 167  HIST 167  AMST 167

Primary Cross-listing

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

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions:  (D2)  (WS)

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

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

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

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

Not offered current academic year

HIST 202  (S)  Islam in Africa  (DPE)


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:
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

Spring 2023
SEM Section: 01    MW 11:00 am - 12:15 pm     Saadia Yacoob

HIST 203  (F)  Modern Japan
Cross-listings: HIST 203  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

Fall 2022
LEC Section: 01    MW 11:00 am - 12:15 pm     Viktor Shmagin

HIST 204 (F) Colonial Rule and Its Aftermaths in Africa  (DPE)
Cross-listings: GBST 203  HIST 204  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:

GBST 203 (D2) HIST 204 (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

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

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

Cross-listings: AFR 203 HIST 205

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D2) (DPE)

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

AFR 203 (D2) HIST 205 (D2)

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

**Attributes:** AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa
Not offered current academic year

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

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

**Distributions:** (D2)

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

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

**Attributes:** HIST Group E Electives - Middle East  HIST Group P Electives - Premodern
Not offered current academic year

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

**Cross-listings:** HIST 207  JWST 217  REL 239  GBST 101  LEAD 207  ARAB 207  GBST 102

**Primary Cross-listing**
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 30-40

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

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

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

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

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

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership
HIST 211 (S)  Understanding 9/11 and the War in Iraq  (DPE)

Cross-listings: HIST 211  ARAB 211

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

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

Distributions: (D2)  (DPE)

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

HIST 211 (D2) ARAB 211 (D2)

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

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

Not offered current academic year

HIST 213 (S)  Modern China, 1600-Present

Cross-listings: HIST 213  ASIA 213

Primary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 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 214 (F) Foundations of China

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 25

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 212 (D2) GBST 212 (D2) REL 218 (D2) HIST 214 (D1) CHIN 214 (D1) ASIA 211 (D1)

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

Not offered current academic year

HIST 217 (F) Early Modern Japan

Cross-listings: ASIA 217  HIST 217  ASST 217

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30
HIST 218  (F)  From Crises to Cool: Modern Japan, 1850s-Present

Cross-listings: ASIA 218  HIST 218

Primary Cross-listing

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

Class Format: lecture and discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

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

Expected Class Size: 30

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

Cross-listings: HIST 220  ASIA 222

Primary Cross-listing

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

Class Format: Lecture-discussion

Requirements/Evaluation: class participation, 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:
HIST 220 (D2) ASIA 222 (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: HIST 221 ASIA 221 GBST 221

Primary Cross-listing

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

Class Format: This class will also have a small discussion component.

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

Prerequisites: none; open to all

Enrollment Limit: 40

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

Expected Class Size: 25-30

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

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

Spring 2023
LEC Section: 01  MR 2:35 pm - 3:50 pm  Aparna Kapadia

HIST 222 (S) Greek History

Cross-listings: HIST 222 CLAS 222

Secondary Cross-listing

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

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

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

**Expected Class Size:** 20

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

**Distributions:** (D1)

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

HIST 222 (D1) CLAS 222 (D1)

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

Not offered current academic year

**HIST 223 (S) Roman History**

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

**Secondary Cross-listing**

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

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

**Prerequisites:** None; open to all

**Enrollment Limit:** 20

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

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

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

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

Not offered current academic year

**HIST 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 2022

LEC Section: 01 TR 8:30 am - 9:45 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 emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Machiavelli, Montaigne, Hobbes, Aphra Behn, Voltaire, and Mary Wollstonecraft.

Requirements/Evaluation: Attendance and active participation; map quiz; two 5-page papers; midterm and final exam.

Prerequisites: No prerequisites.

Enrollment Limit: 40

Enrollment Preferences: History majors or prospective majors.

Expected Class Size: 25

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

Distributions: (D2)

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

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Alexander Bevilacqua

HIST 230 (F) Modern European Jewish History, 1789-1948
Cross-listings: HIST 230 JWST 230

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

**Class Format:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 10-20

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

**Distributions:** (D2)

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

HIST 230 (D2) JWST 230 (D2)

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

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 heterogenous ways in which Europe's residents participated in the making -- and then the remaking -- of modern Europe. 2023 marks the thirtieth anniversary of the European Union. This course provides students with a historical framework for understanding how and why Europe's residents rallied around this project of European integration and did so after having lived under imperial and national formations.

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

**Prerequisites:** None; open to all

**Enrollment Limit:** 40

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

**Expected Class Size:** 30

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

**Distributions:** (D2)

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

Spring 2023

LEC Section: 01    MWF 8:30 am - 9:45 am     Charlotte A. Kiechel

---

**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 battlefront 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

Not offered current academic year

HIST 242  (F)  Latin America From Conquest to Independence

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

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

Distributions: (D2)

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

Not offered current academic year

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

Cross-listings: HIST 254 AMST 254 LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance 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.

Requirements/Evaluation: Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: History majors, followed by first- and second-year students
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

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

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

Fall 2022
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, as well as an introduction to methodologies in Native American and Indigenous Studies.

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

Fall 2022
SEM Section: 01 Cancelled

HIST 257 (F) Religion and American Politics

Cross-listings: REL 217 HIST 257
Secondary Cross-listing
In this course, students will explore the history of religion and American politics, from the colonial era to the present. In the process, they will tackle such questions as: Were Anglo-American colonies 'cities on a hill' or bastions of intolerance? Was the First Amendment designed to protect the state from religion, or religion from the state? Has American religion primarily served to justify the status quo or inspire revolutionary change? How have religious ethics shaped responses to racial, gender, and class inequality? How has religious conflict impacted civic unity and political polarization?

What role should religion play in American political life? The course will cover such topics as: Anglo-colonial treatment of heretics and blasphemers; the meaning of the First Amendment; religious conflict over slavery; state regulation of sexuality and polygamy; state treatment of religious minorities; the Scopes Trial and scientific modernity; Christian responses to industrial capitalism; theologies of civil disobedience and nonviolence; and 20th-century religious battles over school prayer, civil rights, the military draft, abortion, and democracy itself.

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

Prerequisites: None; open to all students.

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

REL 217 (D2) HIST 257 (D2)

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

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

Spring 2023

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

HIST 261 (S) America and the Cold War

Cross-listings: HIST 261  PSCI 262  LEAD 262

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

Class Format: lecture/discussion

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

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

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

Distributions: (D2)

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

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

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

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

Fall 2022

SEM Section: 01    TR 11:20 am - 12:35 pm     Jessica  Chapman

HIST 264  (S)  Environmental History

Cross-listings: ENVI 229  HIST 264

Secondary Cross-listing

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

**Class Format:** with field trips

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

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

**Enrollment Limit:** 18

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

ENVI 229 (D2) HIST 264 (D2)

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

---

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

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

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora  ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  HIST...
HIST 266  (F)  The Roaring Twenties and the Rough Thirties

Cross-listings: AMST 267  HIST 266

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 267 (D2) HIST 266 (D2)

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

Not offered current academic year

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

Cross-listings: LEAD 270  HIST 270  AFR 270

Primary Cross-listing

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

Class Format: Lecture and discussion.

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

Prerequisites: None.

Enrollment Limit: 40

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

Expected Class Size: 25

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

Distributions: (D2)  (DPE)

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

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

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

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

Not offered current academic year

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

SOC 224 (D2) HIST 273 (D2)

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

Not offered current academic year

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

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

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

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 7

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

Distributions: (D2)

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

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

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

**Requirements/Evaluation:** The focus of this seminar is experiential, collaborative, and community-based learning and 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

---

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**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:

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

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

Spring 2023

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

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

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

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AFR 246 (D2) HIST 281 (D2)

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

Not offered current academic year

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

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

**Secondary Cross-listing**

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

Class Format: This course is a discussion format.

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

LATS 286 (D2) HIST 286 (D2)

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

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

Not offered current academic year

HIST 292  (F) History of Sexuality

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

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2)

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

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

Attributes: HIST Group G Electives - Global History

Fall 2022

SEM Section: 01  MW 11:00 am - 12:15 pm  Saadia Yacoob
HIST 296 (S) Human Rights and National Security: Seeking Balance in the United States

Cross-listings: LEAD 296 HIST 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:

LEAD 296 (D2) HIST 296 (D2)

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

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Vanessa Walker

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 (F) Approaching the Past: National, Transnational, and Postcolonial Histories**

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

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

**Expected Class Size:** 15-19

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

**Distributions:** (D2)

Fall 2022

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

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

What is the historian's task? In this seminar we will consider a variety of answers to this question by looking at how historians have practiced their craft from antiquity to the present. In the first half of the course, we will read historians from across the globe to see how the study of the past has differed across human societies from antiquity until the nineteenth century. What do their approaches have in common, and what distinguishes them? In the second half of the course we will investigate the modern historical tradition from the early twentieth century to the present, including the Annales school, economic and environmental history, microhistory, and subaltern studies. Throughout, we will discuss what lessons we can draw for our own practice as historians. Authors to be read include Herodotus, al-Mas'udi, Ranke, Bloch, Guha 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 2022**

**SEM Section:** D2  MR 1:10 pm - 2:25 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

---

**Spring 2023**

**SEM Section:** M2  M 7:00 pm - 9:40 pm  Magnús T. Bernhardsson

**HIST 301 (S) Approaching the Past: Contemplating American Power**

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

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

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

---

**Enrollment Limit:** 19

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

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option
HIST 302 (F) Islamic Law: Past and Present
Cross-listings: ARAB 243  WGSS 243  REL 243  HIST 302

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

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

Not offered current academic year

HIST 303 (S) Food in the Middle East: A History  (DPE)
Cross-listings: ARAB 303  HIST 303

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: History and Arabic Studies majors, seniors

Expected Class Size: 20

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 303 (D2) HIST 303 (D2)

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

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

Not offered current academic year

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

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

**Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. 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:** 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:** 20

**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) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

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

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

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

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

**Cross-listings:** HIST 305  AFR 304  GBST 305

**Primary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The
development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

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

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

Not offered current academic year

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

Cross-listings: GBST 369 HIST 306 COMP 369 ARAB 369

Secondary Cross-listing

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

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in
short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01    MR 2:35 pm - 3:50 pm    Amal Eqeiq

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

**Cross-listings:** HIST 307 ARAB 307

**Primary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."

This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are 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:

HIST 307 (D2) ARAB 307 (D2)

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

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

Not offered current academic year

**HIST 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: GBST 312 ASIA 312 REL 312 HIST 312

Primary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, several short essays, one final paper

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

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

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

Distributions: (D2)

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

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

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern
HIST 313 (F) The People's Republic: China since 1949

Cross-listings: HIST 313 ASIA 313

Primary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

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

Distributions: (D2)

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

HIST 313 (D2) ASIA 313 (D2)

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

Fall 2022

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

HIST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

Cross-listings: HIST 314 ARTH 314 ASST 314 ASIA 314

Primary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option
HIST 315  (F)  Minorities and the State in Modern East Asia  (DPE)

Cross-listings: ASIA 315  HIST 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:

ASIA 315 (D2) HIST 315 (D2)

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

Attributes: HIST Group B Electives - Asia

Fall 2022

LEC Section: 01  MR 1:10 pm - 2:25 pm  Viktor Shmagin

HIST 316  (S)  A History of the Samurai

Cross-listings: HIST 316  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

Expected Class Size: 15-20

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

Distributions: (D2)

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

HIST 316 (D2) ASIA 318 (D2)

Attributes: HIST Group B Electives - Asia

Spring 2023

LEC Section: 01    MW 11:00 am - 12:15 pm     Viktor Shmagin

HIST 317  (S)  Everyday Modernity in Japan

Cross-listings: ASIA 310  HIST 317

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 25

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

Expected Class Size: 15-20
HIST 318  (F) Nationalism in East Asia

Cross-listings:  ASIA 354  PSCI 354  HIST 318

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) PSCI 354 (D2) HIST 318 (D2)
Attributes: GBST East Asian Studies Electives  HIST Group B Electives - Asia  PSCI Comparative Politics Courses

Fall 2022
LEC Section: 01  MR 2:35 pm - 3:50 pm  George T. Crane

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

Cross-listings:  WGSS 319  ASST 319  HIST 319  ASIA 319

Primary Cross-listing
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.
Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15
Enrollment Preferences: History, Asian Studies, and WGSS majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

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

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2) ASIA 319 (D2)

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

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

Not offered current academic year

HIST 320 (S) Emotions in Modern Japanese History

Cross-listings: ASIA 320  ASST 320  HIST 320

Primary Cross-listing

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

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

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

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors; prospective majors

Expected Class Size: 10-12

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

Distributions: (D2)

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

ASIA 320 (D2) ASST 320 (D2) HIST 320 (D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Cross-listings: LEAD 321  ASST 321  HIST 321  ASIA 321

Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Requirements/Evaluation: class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

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

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

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

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Attributes: GBST East Asian Studies Electives  HIST Group B Electives - Asia  HIST Group F Electives - U.S. + Canada  MAST Interdepartmental Electives

Not offered current academic year

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

Cross-listings: HIST 325  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:

HIST 325 (D2) REL 325 (D2)

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

Fall 2022

LEC Section: 01  MR 2:35 pm - 3:50 pm  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.
HIST 328  (S)  The Making and Unmaking of the United Kingdom

England may be a very old country, but the United Kingdom (technically the United Kingdom of Great Britain and Northern Ireland) is a relatively new concoction, newer in fact than the United States of America. Although James VI of Scotland ascended both the English and Irish thrones as James I in 1603, it was only in 1707 that the Acts of Union united the two separate kingdoms of Scotland and England into one nation, Great Britain. And it was only in 1800 that further Acts of Union brought Ireland into the fold, creating the United Kingdom of Great Britain and Ireland. This would itself only last until 1922 when, after bloody civil war, Ireland was partitioned, leaving only the northern six counties remaining in the United Kingdom. Largely through discussion, this course will explore the troubled making and unmaking of the United Kingdom since 1689. After considering the meaning of the nation, nationalism, and national identity, it will focus on specific moments in the history of that making and unmaking. Topics will include: the revolution of 1688-89 and subsequent Scottish Highland support for the discredited Jacobites (followers of ousted monarch, James II); Anglo-Scottish commercial interests that fueled the Acts of Union in 1707; the defeat of the Jacobites in the last battle on British soil in 1746; Anglo-Irish relations in the eighteenth century that fueled the creation of the United Kingdom in 1800 against the backdrop of the French Revolution; the nineteenth-century movement for Irish Home Rule, culminating in the Easter Rising in 1916 and the partition of the island; the more recent resurgence of Scottish and Welsh nationalism, leading to the establishment of the Welsh and Scottish parliaments and a referendum on Scottish independence; and, finally, the current dilemma of Northern Ireland. Although primarily a political history of the four nations that comprise the United Kingdom, the course will also focus on the cultural meanings of Britishness in the eighteenth century, the imperial dimensions of national belonging in the nineteenth century, multi-racial attempts to recast Britishness against the backdrop of postwar imperial decline, and recent, right-wing formations of Englishness in the context of the fragmentation of the United Kingdom and Britain's exit from the European Union.

Class Format: this is primarily a discussion course with the occasional lecture that will frame the material for discussion

Requirements/Evaluation: course evaluation will be based on regular attendance and participation in discussion, the preparation of four response papers/discussion agendas, the writing of two 6-8 page interpretive essays, and a final, take-home examination

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

Enrollment Limit: 25

Enrollment Preferences: preference given to History majors

Expected Class Size: 12-20

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 329  (S)  The History of Witch-Hunting and Witchcraft in Medieval and Early Modern Europe

Between the fifteenth and eighteenth centuries, some 50,000 people—overwhelmingly women, but also some men and children—were hunted, prosecuted and executed for witchcraft all over Europe and its colonies. In this seminar, we investigate through the reading of primary and secondary sources why and how this phenomenon developed in the early middle ages, and then erupted and subsided in the early modern period. We also examine the various methodologies and arguments that historians have employed and debated over the past decades to try and explain why and how witch hunting, witchcraft beliefs and prosecutions influenced and impacted European cultures and societies. Lastly, the study of witch-hunting and witchcraft will also inform our understanding of its place in the religious, political, legal, social, and cultural development of medieval and early modern Europe, as well as of its connections to the histories of European persecution, heresy, antisemitism, gender and state formations, demonology, magic, and race.

Requirements/Evaluation: Participation. Three essays (750 words) on a primary source, a secondary source, and witchcraft trial. A 15 minute
presentation to the class on a historical work of witchcraft scholarship. A research-paper prospectus and preliminary bibliography. A final 10-12 page research paper on a witchcraft topic of choice in consultation with the instructor.

**Prerequisites:** No prerequisites. Open to first-year students with permission of instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** History majors and students with demonstrated interest in European history.

**Expected Class Size:** 16

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

**Distributions:** (D2)

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

Not offered current academic year

**HIST 330  (S)  Reformations: Faith, Politics, and the World**

**Cross-listings:** HIST 330

**Primary Cross-listing**

The Protestant Reformation of the sixteenth century was one of the major transformations in the history of Christianity, a faith whose 2.2 billion adherents make it the largest religion in the world today. Martin Luther and his followers sparked a schism that changed what it meant to be a Christian, and, by various reckonings, helped to create the state as we know it, the modern self, capitalism and even, as an unintended consequence, secularism. As inhabitants of a post-Protestant society, we have much to learn about the world in which we live from studying the Reformation and its legacies. While considering classic interpretations, this seminar will also probe recent research on the plural Reformations: not just Protestant but also Catholic, and not solely the elite movement of Luther and John Calvin but also the Reformation of women and peasants. What was at stake in these sweeping transformations of what it meant to be a Christian? We will consider theological debates about human agency, the changing relationship of religion and the state, female mysticism, religious warfare, iconoclasm, the arrival of Protestantism in New England, and toleration. We will work intensively in Chapin Library, examining books of hours, Bibles, missals, psalters, and primers. The seminar will also visit WCMA and the Hancock Shaker Village. Authors to be read include Luther, Calvin, Teresa of Ávila, Jean Bodin, Ignatius of Loyola, and John Winthrop. Note: due to the constraints of rare-book research, enrollment is capped at 12.

**Requirements/Evaluation:** two short papers (5-7 pages) and a longer final paper (10-12 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

HIST 330 (D2)

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

Not offered current academic year

**HIST 331  (F)  European Intellectual History from Aquinas to Kant**

The scholars and philosophers of early modern Europe set the agenda for much of modern thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan, Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.
HIST 332  (F)  Queer Europe: Sexualities and Politics since 1850  (DPE)

Cross listings: HIST 332  WGSS 331

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

Class Format: This 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:
HIST 332  (D2)  WGSS 331  (D2)

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

Attributes: HIST Group C Electives - Europe and Russia
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 (S) National-Socialist Germany

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20-25

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 338 (F) The History of the Holocaust

Cross-listings: HIST 338 JWST 338 REL 296

Primary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany’s genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians’ debates about Germany’s exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

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

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

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

Distributions: (D2)

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

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

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

Not offered current academic year

HIST 339  The German Democratic Republic: A Cultural History

This course is a history of the German Democratic Republic largely as experienced by its citizens. Using primarily cultural documents, novels, films, works of art, and documentaries, along with more traditional historical documents, the course will seek to reconstruct and analyze the experience of East Germans from 1945 until 1989 and beyond. Topics to be considered include the legacy of the Third Reich and the lost war, the founding of the socialist state, the impact of Marxist ideology on the lives of East Germans, the Ulbricht era, the impact of the building of the Wall in 1961, the Honecker era and the emergence of the Stasi state, the end of the GDR in 1989, and the experiences of East Germans in unified Germany.

Requirements/Evaluation: Two interpretative essays and a longer final paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: History majors, seniors, juniors, sophomores, in that order

Expected Class Size: 25

Grading:

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 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 2022
LEC Section: 01   W 1:10 pm - 3:50 pm   Charlotte A. Kiechel

HIST 346  (F)  Modern Brazil  (DPE)
Cross-listings: AFR 346  HIST 346

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

Class Format: discussion
Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Enrollment Preferences: History majors, Latino/a Studies concentrators
Expected Class Size: 20-25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention
Attributes: GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect

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
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

Spring 2023
SEM Section: 01   TR 8:30 am - 9:45 am   Roger A. Kittleson

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

Cross-listings:  HIST 352  MAST 352

Secondary Cross-listing

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

Class Format: Seminars, discussions, and field seminars

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

Prerequisites: None

Enrollment Limit: 27

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

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2)  (DPE)  (WS)

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

HIST 352 (D2)  MAST 352 (D2)

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

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

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

Fall 2022
SEM Section: 01   MW 9:00 am - 10:15 am   Sofia E. Zepeda

Spring 2023
SEM Section: 01   MW 9:00 am - 10:15 am   Sofia E. Zepeda
**HIST 354 (F) The Revolutionary Generation: Galaxy of Leaders**

**Cross-listings:** PSCI 257 LEAD 285 HIST 354

**Secondary Cross-listing**

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton’s Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

PSCI 257 (D2) LEAD 285 (D2) HIST 354 (D2)

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

---

**HIST 355 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

**Secondary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson’s oft-cited (yet unsubstantiated) remark, “Gentlemen don’t read each other’s mail,” intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department—the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq’s Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA’s and IC’s roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**Expected Class Size:** 14

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

**Distributions:** (D2)

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

PSCI 361 (D2) LEAD 361 (D2) HIST 355 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada
HIST 358  (S)  The Roosevelt Style of Leadership

Cross-listings: LEAD 325  HIST 358

Secondary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were the ideas behind TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies and especially the writings and speeches of TR, FDR, and ER, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: Participation in class discussions, oral reports, several short papers and one research paper.

Prerequisites: Courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 12

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

Distributions: (D2)

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

LEAD 325 (D2) HIST 358 (D2)

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

Spring 2023

SEM Section: 01  Cancelled

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

Cross-listings: HIST 361  AMST 360

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 361 (D2) AMST 360 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

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

Not offered current academic year

HIST 366 (S) What They Saw in America

Cross-listings: SOC 244  AMST 244  HIST 366

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 367 (F) Black History is Labor History (DPE) (WS)
Cross-listings: AFR 367 HIST 367

Primary Cross-listing
This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above 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:
AFR 367 (D2) HIST 367 (D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. 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

Fall 2022
SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

HIST 368 (F) Framing American Slavery (DPE)
Cross-listings: AFR 363 AMST 368 HIST 368
Readings in American Slavery  This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

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

Prerequisites:  None

Enrollment Limit:  12

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

Expected Class Size:  10

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

Distributions:  (D2)  (DPE)

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

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

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

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

Not offered current academic year


Cross-listings:  AFR 370  HIST 370

Secondary Cross-listing

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

Requirements/Evaluation:  class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit:  19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size:  15

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

Distributions:  (D2)

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

AFR 370 (D2)  HIST 370 (D2)

Not offered current academic year
HIST 372 (F) The North American West: Histories and Meanings

This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West." With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous Indigenous presence to the present day, this region poses foundational questions about the construction of American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? What if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans narratives of western "individualism" fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

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

Fall 2022

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

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

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

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

Not offered current academic year
HIST 379  (S)  Black Women in the United States  (DPE)

Cross-listings:  HIST 379  WGSS 379  AFR 379

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites:  none

Enrollment Limit:  15

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

Expected Class Size:  12

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

Distributions:  (D2)  (DPE)

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

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

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

Attributes:  AMST Space and Place Electives  HIST Group F Electives - U.S. + Canada  WGSS Racial Sexual + Cultural Diversity Courses  Not offered current academic year

HIST 383  (F)  Religion and American Capitalism

Cross-listings:  REL 283  HIST 383

Secondary Cross-listing

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

Requirements/Evaluation:  Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

Prerequisites:  None; open to all students.

Enrollment Limit:  15

Enrollment Preferences:  Religion and History majors.

Expected Class Size:  15

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

Distributions:  (D2)

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

REL 283 (D2) HIST 383 (D2)

Attributes:  HIST Group F Electives - U.S. + Canada
HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: LATS 385  HIST 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:
LATS 385 (D2) HIST 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

Fall 2022
SEM Section: 01  MR 1:10 pm - 2:25 pm  Carmen T. Whalen

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
**HIST 389 (S) The Vietnam Wars** (DPE)

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

**Primary Cross-listing**

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

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

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

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

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

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

Not offered current academic year

---

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

**Cross-listings:** HIST 390 STS 302

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
HIST 390 (D2) STS 302 (D2)

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

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

Not offered current academic year

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

**Cross-listings:** GBST 391  ASST 391  ASIA 391  HIST 391

**Primary Cross-listing**

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

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

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

**Expected Class Size:** 10-12

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
GBST 391 (D2) ASST 391 (D2) ASIA 391 (D2) HIST 391 (D2)

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

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

**Attributes:** GBST South + Southeast Asia Studies Electives  HIST Group B Electives - Asia  HIST Group P Electives - Premodern  MAST Interdepartmental Electives
HIST 393  (S)  Sister Revolutions in France and America
Cross-listings: LEAD 212  HIST 393

Secondary Cross-listing
In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students with backgrounds in American history, French history or Political Science
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 212 (D2) HIST 393 (D2)
Attributes: HIST Group C Electives - Europe and Russia  HIST Group F Electives - U.S. + Canada  HIST Group P Electives - Premodern  LEAD Facets or Domains of Leadership

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

Fall 2022
SEM Section: 01    W 1:10 pm - 3:50 pm     Vanessa Walker

HIST 409  (F)  Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings: GBST 409  ARAB 409  HIST 409

Primary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper
Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207
Enrollment Limit: 19
Enrollment Preferences: History majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)
Attributes: GBST Middle Eastern Studies Electives  JWST Elective Courses

Not offered current academic year

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

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

Primary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation: A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: Seniors, especially History, Arabic and Environmental Studies majors.
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option

Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 413 (D2) ARAB 413 (D2) HIST 413 (D2)
Attributes: GBST Middle Eastern Studies Electives  JWST Elective Courses
Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 413 (D2)  GBST 413 (D2)  HIST 413 (D2)  ENVI 413 (D2)

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

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

Attributes: HIST Group E Electives - Middle East

Fall 2022
SEM Section: 01    M 7:00 pm - 9:40 pm    Magnús T. Bernhardsson

HIST 416  (F)  The Many Lives of Tokyo  (WS)
Cross-listings: ASIA 317  HIST 416  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:
ASIA 317 (D2)  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 430  (S)  Postcolonial Reparations: Trauma, History, and Memory after European Imperialism  (DPE) (WS)
Cross-listings: JWST 430  HIST 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:

JWST 430 (D2) HIST 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 2023

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

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

**Cross-listings:** JWST 433 HIST 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
Writing Skills Notes: Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

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

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

Fall 2022
SEM Section: 01    W 1:10 pm - 3:50 pm     Maud  Mandel

HIST 434  (S)  The Meaning of Diaspora and the Jews of Europe  (WS)
Cross-listings: REL 335  HIST 434  JWST 434

Primary Cross-listing
Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 335 (D2)  HIST 434 (D2)  JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives  HIST Group C Electives - Europe and Russia  JWST Capstone Course  JWST Core Electives

Not offered current academic year
HIST 454 (S)  Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts  (DPE)

Cross-listings:  ARTH 561  HIST 454

Secondary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

Class Format:  The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

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

Prerequisites:  For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

Enrollment Limit:  16

Enrollment Preferences:  Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

Expected Class Size:  16

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

Distributions:  (D2)  (DPE)

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

ARTH 561 (D1) HIST 454 (D2)

Difference, Power, and Equity Notes:  The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

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

Spring 2023

SEM Section:  01  T 10:00 am - 12:50 pm  Christine DeLucia

HIST 455 (S)  The Afterlives of Objects: Telling American Histories through Material Culture and Museums  (DPE)

Cross-listings:  HIST 455  AMST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the
scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week’s readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

HIST 455 (D2) AMST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

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

Not offered current academic year

HIST 457  (S) Floridas  (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

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

Not offered current academic year
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

Spring 2023

SEM Section: 01    W 1:10 pm - 3:50 pm     Jessica  Chapman

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

Cross-listings: LATS 470 HIST 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, 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. This course examines first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, while interrogating the methodological and interpretive challenges of working with oral histories and other first-person primary sources.

Requirements/Evaluation: class participation and presentations; short writing assignments; proposal, bibliography, and drafts of final paper; final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

LATS 470 (D2) HIST 470 (D2)

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 a proposal with a bibliography, a draft for workshop with other students, and a final presentation along a revised draft.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Spring 2023
SEM Section: 01    TR 9:55 am - 11:10 am    Carmen T. Whalen

HIST 478 (S) Cold War Landscapes

Cross-listings: AMST 478 ENVI 478 HIST 478

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 10

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

Distributions: (D2)

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

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

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

Not offered current academic year

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

Cross-listings: HIST 480 GBST 480 AFR 381

Primary Cross-listing

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

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

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

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

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022
TUT Section: T1 TBA Benjamin Twagira

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481 HIST 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ASIA 481 (D2) HIST 481 (D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2022
TUT Section: T1 TBA Anne Reinhardt
HIST 482 (F) Race and American Foreign Relations (WS)

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to recon 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 484  (F)  Victorian Psychology from the Phrenologists to Freud  (WS)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

Class Format: Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

Requirements/Evaluation: Students will meet with the instructor in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 10

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

Unit Notes: Fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2) (WS)

Writing Skills Notes: As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 485  (S)  Freud: A Tutorial  (WS)

Cross-listings: PSYC 158  HIST 485

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

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

Unit Notes: fulfills History's 400-level graduation requirement
This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 486 (F) Islam in European Culture from Muhammad to Modernity

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur’an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: Five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations.

Prerequisites: History majors; juniors and seniors.

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, a statement of interest will be requested.

Expected Class Size: 10

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

HIST 487 (F) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, Archive Fever, historians, archivists, and cultural theorists have been asking questions about the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is not a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

Prerequisites: open to all junior and senior History majors and others with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions:  (D2)  (WS)

Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing practices, with suggestions for improvement.

Attributes:  HIST Group G Electives - Global History

Fall 2022
TUT Section: T1   TBA   Chris Waters

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 2022
TUT Section: T1   TBA   Karen R. Merrill

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

Cross-listings:  HIST 489  ARAB 408

Primary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and
appropriation, and archaeology's role in contested terrains and political disputes.

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

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

Enrollment Limit: 10

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

Expected Class Size: 8

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

Distributions: (D2) (DPE) (WS)

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

HIST 489 (D2) ARAB 408 (D2)

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

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

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

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

Cross-listings: HIST 490 JWST 490

Primary Cross-listing

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

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

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

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 490 (D2) JWST 490 (D2)

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

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

Not offered current academic year

**HIST 491 (S) The Suburbs**

**Cross-listings**: AMST 490 HIST 491 ENVI 491

**Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

**Class Format**: 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)

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

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

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

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

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

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

**Requirements/Evaluation**: Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).
Prerequisites: 200- or 300-level History classes
Enrollment Limit: 10
Enrollment Preferences: Junior and seniors; History majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2), (DPE)

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

Spring 2023
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 2022
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)
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

Spring 2023

TUT Section: T1  TBA  Joel S. Pattison

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

Cross-listings:  REL 412  LEAD 412  ASIA 412  ASST 412  GBST 412  HIST 496  LEAD 322

Primary Cross-listing

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

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

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

Enrollment Limit:  10

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

Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 412 (D2)  LEAD 412 (D2)  ASIA 412 (D2)  ASST 412 (D2)  GBST 412 (D2)  HIST 496 (D2)  LEAD 322 (D2)

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

Attributes:  HIST Group B Electives - Asia

Not offered current academic year

HIST 497  (F)  Independent Study: History
History independent study.

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

Distributions:  (D2)

Fall 2022
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 2023
IND Section: 01  TBA  Roger A. Kittleson

Winter Study -----------------------------------------------

HIST 12  (W)  Introduction to Hand Bookbinding
This class will offer a fast-paced, workshop-style introduction to bookbinding, starting with single sheet structures and working through several codex structures with a variety of cover-to-text-block attachments. Throughout, our benchwork-folding, cutting, sewing, adhering-will be grounded in the historical context of the craft and accompanied by readings and online resources, as well as discussion of material and structure, and the implications of both for the conservation and preservation of books. While the course will be focused on Western bookbinding techniques, we’ll also touch on other cultural binding traditions with an eye toward understanding the comparative youth of Western book crafts. Class will meet three times a week for three hours, including a weekly visit to Special Collections to examine historical examples of bindings. Students should be prepared to spend significant time outside of class exploring the world of book arts and book history online, and developing and completing independent binding projects, including a set book for the final project. The course will conclude with an exhibition of student work.

Requirements/Evaluation:  Completion of in-class and independent binding projects, 1-2 brief presentations, and capstone binding of set book

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  Preference will be given to students who have little or no previous bookbinding experience, and to those who express early and enthusiastic interest.

Expected Class Size:  NA

Grading:  pass/fail only

Unit Notes:  Cara Schlesinger ’91 is an independent bookbinder and conservator in New York City. She has worked at the Metropolitan Museum of
Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the 16th-17th-century world of printed books and images. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the 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, (2 hours per session) 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: final project or presentation
Prerequisites: none
Enrollment Limit: 10
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.

HIST 19 (W) Fresh Purpose for Old Paper: Curating Special Collections in the 21st Century
How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections.

Requirements/Evaluation: final project or presentation. collection development proposal, class presentation to library staff (during normal course meeting times)
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: random, if course is oversubscribed
Expected Class Size: NA
**HIST 23 (W) Maps: Past, Present, & Future**

This class will examine how antique maps, created in the 15th to 20th centuries, provide 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 both European and Islamic mapmakers: why were they made, by whom and by what process? We will discuss "what is a map?", as well as principles of information design, what makes a map good, and lessons that can be drawn from antique maps. Students will learn about the multitude of online resources available for collecting and studying antique maps, including collections at Williams College, and, in their first group project, will work in teams of two to four to make a presentation about an antique map or group of maps that represent the considered lessons. Throughout the course, we will pivot back and forth between antique maps and modern-day maps. We will consider the concept of strategy, which defines an organization, and the various purposes of modern-day geospatial data science, which derives from strategy, in both for-profit and nonprofit organizations. We will review and discuss the tools used in geospatial data science, including analytical platforms like ArcGIS and MapBox, languages like Python, and data sources like the US Census, the HERE road network and the USGS Earth Explorer. We will review and discuss several case studies about how businesses and nonprofits utilize geospatial data science to advance their strategy. In the second group project, students will evaluate a modern-day application of geospatial data science, articulating the lessons from antique maps present in these modern-day maps, as well as any new lessons. Groups will work together to make a presentation about a modern-day map they have studied or about a modern-day map they have made themselves. Topics for group projects could include nonprofit topics like gerrymandering, redlining and climate change or for-profit topics like site selection and advertising effectiveness.

**Requirements/Evaluation:** Discussion and two group projects

**Prerequisites:** none

**Enrollment Limit:** 30

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tom Paper is a Williams grad ’84 and Stanford MBA, Managing Partner of Webster Pacific, a strategic analytics consultancy; he is also VP of the California Map Society & Founder of The Digital Gallery, a website of exhibits of antique maps and art.

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration
explaining their significance within MinCo history.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Student Survey. First priority will be given to students who are current leaders in MinCo groups. Second priority will be given to students who are members of MinCo groups. Third priority will be any student interested in the topic.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Aly W Corey, PhD is the Associate Director for Inclusive Learning Environments at the Davis Center. Aly's research and teaching expertise is in critical ethnic studies, trans studies, and U.S. musical culture.

**Attributes:** EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01  Cancelled

**HIST 28 (W) Introduction to Public History**

This course will introduce you to the expansive world of public history: the ways in which history is put to work in the world beyond an academic setting. Our course will explore public history's primary ideas, questions, and the practical concerns confronting public historians in a variety of professional and institutional settings. The course will center around key ideas and themes that inform the world of public history, including memory, shared authority, decolonization, audiences and audience engagement, racial justice, historic preservation, and museum interpretation. To explore public history's manifestations beyond the classroom, this class will include field trips and site visits to museums, monuments, historic sites and preserved structures, and other public history institutions in the Berkshires and western Massachusetts and incorporate guest speakers into our class meetings to secure a wide-ranging introduction to this field and its key concepts. Our class is structured to be reflexive, meaning we will learn about how public history has evolved over time and grapple with the way the field's history frames contemporary social and political issues confronting public historians today. A minimum of 10 hours of time per week will be spent in the classroom, including time at field trips and site visits, and an average of 15-20 hours per week will be spent on outside-of-class work, including travel to and from field visit sites. In addition to travel, time spent outside of class will be used to work on course assignments and complete weekly readings of significant past and present literature in the field. For your final evaluation, you will identify a set of "best practices" with your peers for public historians and choose one of our field site visits to write an exhibit or site review. Ultimately, by the end of this course you will have a strong grounding in the field of public history and formulated your own understanding of what constitutes public history.

**Requirements/Evaluation:** Short paper and final project or presentation. Students will individually write an exhibition or site review that addresses each site's particular history, how it relates to its contemporary administration, and how the site approaches key concepts in public history like audience engagement, social and racial equity, and connects the public to major historical questions/inquiry.

**Prerequisites:** N/A

**Enrollment Limit:** 30

**Enrollment Preferences:** Students will be selected based on seniority and need for a history course to fulfill academic requirements of the institution.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Brian Whetstone is an urban historian, public historian, and historic preservationist whose teaching promotes student engagement with the ways history informs our understanding of contemporary social and political struggles.

**Attributes:** EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01

**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 2023

LEC Section: 01  TBA  Roger A. Kittleson

HIST 31 (W) Senior Thesis: History

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis

Requirements/Evaluation: thesis chapter

Prerequisites: HIST 493

Enrollment Limit: 20

Enrollment Preferences: only students writing a thesis in History can enroll for this course

Grading: pass/fail only

Winter 2023

HON Section: 01  TBA  Roger A. Kittleson

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 2023

IND Section: 01  TBA  Roger A. Kittleson