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.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department’s group and concentration requirements.

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

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

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

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

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

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

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

**ADVISING**

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

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

THE MAJOR

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

Required Courses in the Major

One Major Seminar (History 301)

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

Elective Courses

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

Group A: The History of Africa
Group B: The History of Asia
Group C: The History of Europe and Russia
Group D: The History of Latin America and the Caribbean
Group E: The History of the Middle East
Group F: The History of the United States and Canada
Group G: Global History

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

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

Concentration In The Major

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

THE DEGREE WITH HONORS IN HISTORY

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

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

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department’s Class of 1960 Scholars Program. During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students’ continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester.
During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department’s thesis committee during the early weeks of the second semester.

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

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

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

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

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

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes. The maximum number of credits is three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. I'm not quite sure that I understand what “type” means here—the courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None recently.
HIST 102  (F) West Africa through Women’s Voices  (DPE) (WS)

Cross-listings:  WGSS 102  HIST 102

Primary Cross-listing

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources—oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels—we will consider how women’s experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Requirements/Evaluation:  discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

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:  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:

WGSS 102 (D2) HIST 102 (D2)

Writing Skills Notes:  Students will write short papers (2 pages) each week in response to a prompt about the assigned reading. Instructor will provide feedback on argument and content for each paper, with suggestions for improvement. Students will also write a 10-page review of a recent novel that integrates historical research. The review project will be broken down into multiple drafts throughout the semester, with feedback provided by the instructor and peers.

Difference, Power, and Equity Notes:  Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equip students to understand how women in West Africa have understood and responded to structures of power and inequality. Students analyze how historical narratives change when marginalized actors are prioritized.

Attributes:  HIST Group A Electives - Africa

Not offered current academic year

HIST 103  (F) Growing up in Africa/Growing up African  (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority—responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize “the youth” as nation builders and manage their behaviors since the 1950s—and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans’ experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation:  five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites:  first-years and sophomores

Enrollment Limit:  10
Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019
TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)
Cross-listings: ARAB 215 WGSS 110 HIST 110

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.

Class Format: tutorial

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- Year Students, 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:

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

Spring 2020
TUT Section: T1 TBA Magnús T. Bernhardsson

HIST 111 (F) Movers and Shakers in the Middle East
Cross-listings: HIST 111 ARAB 111 LEAD 150
Primary Cross-listing

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

Requirements/Evaluation: class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 111 (D2) ARAB 111 (D2) LEAD 150 (D2)

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

Not offered current academic year

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

Cross-listings: HIST 115 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) 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

Fall 2019

SEM Section: 01    TR 9:55 am - 11:10 am    Anne Reinhardt
HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 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 modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

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

Enrollment Limit: 19

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar; not open to juniors or seniors

Expected Class Size: 15-19

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) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

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

Spring 2020

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

HIST 121 (F) The Two Koreas (WS)

Cross-listings: ASST 121 HIST 121

Primary Cross-listing

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

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

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

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
**HIST 134 (S) 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 the East and 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; final research paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

Spring 2020

TUT Section: T1    TBA    Alexandra Garbarini

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

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option
**HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)**

Long before the US and its allies fought the recent war in Afghanistan (2001-14), 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 Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

**Requirements/Evaluation:** participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

**Prerequisites:** first-year or sophomore standing

**Enrollment Limit:** 19

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

**Expected Class Size:** 15-19

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

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

**Writing Skills Notes:** Students will write two document analyses (750 words) and two guided research essays (5 pages), all of which will be 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 receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

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**Fall 2019**

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

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

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

**Primary Cross-listing**

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

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

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

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 140 (D2) RUSS 140 (D1)

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

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020
TUT Section: T1 TBA Yana Skorobogatov

HIST 143 (F) 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 race, masculinity, and 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, and an 8- to 10-page research paper

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three 3-page papers on set topics. They will revise the first of these. Topics involve interpreting different kinds of sources as well as conflicting arguments. They will also write an 8- to 10-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.

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

Fall 2019
SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

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

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

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

Class Format: seminar

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 second years

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 153 (S) Establishment & Exercise: Religion and the Constitution in the United States

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This 100-level tutorial examines the constitutional history of conflicts over religion in the United States, and asks how the law has weighed religious freedom against other cultural values, legal rights, and social needs. This course will consider the following questions: How has the interpretation of the First Amendment's religious clauses changed over time? What happens when the establishment clause and free exercise clause come into conflict with each other? Is the American state secular? What is the difference between religious beliefs and moral beliefs? How have constitutional arguments about religion intersected with social movements and political culture? Topics will include: the origins and early interpretations of the religion clauses; the changing scope of constitutional protections for the beliefs and practices of religious minorities; controversies over religion in schools, workplaces, and public spaces; debates about tax exemptions for religious organizations; the rights of conscientious objectors; and the emerging conflicts between claims for religious liberty and anti-discrimination laws. This course examines the ways these conflicts illuminate tensions between the competing values of equality and liberty, and interrogates the ways that the very act of legal decision-making defines the boundaries of what counts as religion.

Class Format: tutorial

Requirements/Evaluation: weekly essays

Prerequisites: First-Year Students, and then 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)

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

Not offered current academic year

HIST 154 (S) History of American Feminisms (DPE) (WS)

Cross-listings: HIST 154 WGSS 154
This class studies the historical development of feminist movements and ideas in the United States from the women's rights movement in the 19th century to the present. The class will examine how diverse groups of activists organized for and understood the goal of women's and/or gender equality, focusing especially on the ways that race, class, and sexual identity intersected with political demands over time. This is a writing intensive class in which students will have the chance to analyze historical documents, assess scholarly studies of feminism, and conduct original research.

Requirements/Evaluation: participation; three 5-page essays; one longer research paper due at the end of the semester with a research precis, annotated bibliography, and draft due earlier

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

HIST 154 (D2) WGSS 154 (D2)

Writing Skills Notes: Three 5-page essays evenly spaced throughout the semester; one longer research paper (10 pages) due at the end of the semester with a research precis, annotated bibliography, and draft due earlier. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Looking historically at the ways that activists have mobilized to address sex-based inequalities and for social justice, this class examines ways that gender identities intersect with race, class, and sexual identity. The course encourages thoughtful discussion about how difference works historically, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity.

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

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 competing 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,
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 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 different historical junctures in the U.S., frequent short essay assignments, and an original research project of students' own choosing.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3-5 ungraded assignments; one graded, final research paper (6-8 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-year students and then sophomores
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)  (WS)
Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first eight weeks of the class: the three graded assignments (3-5 pages in length) each will involve first a draft, and then a revision based on comments; the 3-5 ungraded assignments are either informal responses to the reading or discussion questions. Students also will write their own manifestos. The last month will focus on gaining the library skills to do a small research project (6-8 pages).

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

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

Class Format: seminar
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

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

Spring 2020

SEM Section: 01 Canceled

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

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

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

Prerequisites: first-years and sophomores

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

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

Not offered current academic year

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

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

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

Class Format: seminar discussion

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: 19

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: 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:

AMST 163 (D2) HIST 163 (D2)

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

Difference, Power, and Equity Notes: This course 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

Spring 2020

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

HIST 164  (S)  Slavery in the American South  (WS)

Cross-listings: HIST 164  AFR 164  AMST 165

Primary Cross-listing

This writing intensive seminar will focus on slavery in the southern United States—one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects. Separate class sessions on approaches to research and available research materials held with Lori DuBois, Sawyer reference librarian, and Wayne Hammond, Chapin librarian. Instructor holds individual meetings with each student to help them with the selection of a viable research topic.

Requirements/Evaluation: class discussion, weekly reading summaries, and final 8- to 10-page research paper; in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15-19

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 164  AFR 164  AMST 165 (D2)

Writing Skills Notes: 2- to 3-page summary of class reading assignment for that day; students invited to come in to discuss weekly reading summaries before or after submission, or both. An 8- to 10-page research paper due at end of term. Rough draft of research paper required, individual conferences held with each student on their rough draft prior to submission of final version of their research paper. 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
Not offered current academic year

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

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

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

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

Fall 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Jessica Chapman

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

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

AMST 167 (D2) AFR 167 (D2) HIST 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

Fall 2019

SEM Section: 01  W 7:00 pm - 9:40 pm  Gretchen Long

HIST 203  (F) Introduction to African History, 1800-Present  (DPE)
This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies, even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

Class Format: discussion

Requirements/Evaluation: three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

Prerequisites: none; no prior knowledge of African history required; open to all students

Enrollment Limit: 40

Enrollment Preferences: students interested in History or Africana Studies

Expected Class Size: 20

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

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity, and religion were pivotal to these forms of inequality in Africa, many of which persist today.

Attributes: HIST Group A Electives - Africa

Fall 2019

LEC Section: 01  W 7:00 pm - 9:40 pm  Matthew Swagler

HIST 204  (S) Anti-Colonialism & Social Movements in Africa Since World War II  (DPE)
This discussion-based survey introduces African-led social and political struggles that have aimed to create more just and equitable societies on the continent over the past eighty years. We begin with the anti-colonial and nationalist movements that flourished during and after Second World War and eventually brought about an end to formal colonial rule across the continent. This decolonization took place over many decades, and intertwined with this history, we look at popular and artistic struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces-from the International Monetary Fund to regional militias. The last section of the course examines movements since the 1990s for democratic rights, access to health and environmental resources, and freedom from gender and sexual oppression. We will focus on how movements were organized, including those led by trade unions, women’s groups, and student associations, but also those that have not been led by formal organizations. As part of the course, students will work in groups to plan and carry out a solidarity event/campaign in consultation with a present-day African-led social movement/organization.

Class Format: discussion

Requirements/Evaluation: discussion participation, short weekly papers (2 pages), map quiz, and a small-group solidarity project
**Difference, Power, and Equity Notes:** We will focus on how people in sub-Saharan Africa have sought to address issues of power, difference, and equity in their societies through their own activity and organizing. Our discussions will focus on how inequality was structured by colonialism and how it has impacted present-day African societies (and even African social movements). This class will also prepare students to understand their own relationship to injustices in Africa and the differences between intervention and solidarity.

**Attributes:** HIST Group A Electives - Africa

Not offered current academic year

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

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

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

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**Fall 2019**

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

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

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

**Secondary Cross-listing**

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

Requirements/Evaluation: reading responses, two essays, final exam
Prerequisites: none
Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 234 (D2) GBST 234 (D2) REL 234 (D2) HIST 208 (D2)

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

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

HIST 210 (S) The Challenge of ISIS
Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Secondary Cross-listing
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
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 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East
Not offered current academic year

HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)
Cross-listings: HIST 211 ARAB 211
Primary Cross-listing

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

Class Format: lecture

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

Spring 2020

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

HIST 212 (F) Transforming the "Middle Kingdom": China, 2000 BCE-1600

Cross-listings: HiST 212 ASST 212

Primary Cross-listing

China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-40

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

Distributions: (D2)

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

HIST 212 (D2) ASST 212 (D2)

Attributes: GBST East Asian Studies Electives GBST Middle Eastern Studies Electives HIST Group B Electives - Asia HIST Group P Electives -
HIST 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213 ASST 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.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 35-40

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

Distributions: (D2)

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

HIST 213 (D2) ASST 213 (D2)

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

Spring 2020

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

HIST 214 (F) Foundations of China

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

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 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

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

Expected Class Size: 25

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

Distributions: (D2)

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

Attributes: HIST Group B Electives - Asia

Fall 2019
LEC Section: 01    MWF 12:00 pm - 12:50 pm     Christopher M. B. Nugent

HIST 217 (F) Early Modern Japan
Cross-listings: ASST 217 HIST 217

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

Class Format: discussion
Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 217 (D2) HIST 217 (D2)
Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019
LEC Section: 01    MWF 11:00 am - 12:15 pm     Eiko Maruko Siniawer

HIST 218 (S) Modern Japan
Cross-listings: ASST 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 from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

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
Expected Class Size: 30
HIST 219 (S) Japanese Culture and History from Courtiers to Samurai and Beyond

Cross-listings: HIST 219 JAPN 219 ASST 219 COMP 229

Primary Cross-listing

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: students majoring or considering a major in a related field

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:

ASST 218 (D2) HIST 218 (D2)

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

Not offered current academic year

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

Cross-listings: ASST 222 HIST 220

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 Indus Valley civilization to the end of the Mughal Empire and will address topics such as the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the Ramayana, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: lecture/discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: none
Expected Class Size: 20-25

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

Distributions: (D2)

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

ASST 222 (D2) HIST 220 (D2)

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

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Aparna Kapadia

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

Cross-listings: GBST 221 ASST 221 HIST 221

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

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

Distributions: (D2)

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

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

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

Fall 2019

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

HIST 222 (S) Greek History

Cross-listings: CLAS 222 HIST 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 developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, 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: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: preference will be given to majors in Classics, History, and Art History.

Expected Class Size: 25

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

Distributions: (D2)

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

CLAS 222 (D1) HIST 222 (D2)

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

Spring 2020

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

HIST 223 (S) Roman History

Cross-listings: HIST 223  CLAS 223

Secondary Cross-listing

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such ad hoc responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: discussion

Requirements/Evaluation: class participation, occasional response papers, one 6- to 8-page paper, a midterm, and a final exam

Prerequisites: none; open to all

Enrollment Limit: 25

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:

HIST 223 (D2) CLAS 223 (D1)

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

Not offered current academic year

HIST 226 (F) Early Modern Europe

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

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: History majors or prospective majors

Expected Class Size: 25

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

Distributions: (D2)

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

Fall 2019

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

HIST 228  (S)  Europe in the Twentieth Century

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

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several quizzes, an exam, and two papers

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-35

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

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

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

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

Cross-listings: HIST 230  JWST 230

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

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

Distributions: (D2)

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

HIST 230 (D2) JWST 230 (D2)

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

Fall 2019

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

HIST 239 (F) Germany in the Twentieth Century

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-35

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

Distributions: (D2)

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

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Thomas A. Kohut

HIST 240 (S) The Soviet Experiment

Cross-listings: HIST 240 RUSS 240

Primary Cross-listing

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

Class Format: lecture
HIST 241 (F) Tsarist Russia: State and Society between Europe and Asia

Cross-listings: HIST 241 RUSS 241

Primary Cross-listing

Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the land that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monarchism to parliamentarianism, Orthodoxy to revolutionary atheism left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a test case for ideas, projects, and processes both fortuitous and tragic. How did Russia become the site of such a diverse array of political, social, economic, and cultural experiments? In what ways did they contribute to the formation and exercise of Russian political power? How did they contribute to the creation of a “Russian” identity, and to what effect for Russian citizens? This course will seek to answer these questions through a survey of Russian history from its founding in Kievan Rus’ in the 9th century to the October Revolution of 1917.

Class Format: discussion

Requirements/Evaluation: class attendance and participation, 3 five page papers, ~50 pages of reading a week, one "in-class" midterm exam and one "in-class" final exam

Prerequisites: none, open to all students

Enrollment Limit: 20

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

Distributions: (D2)

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

HIST 241 (D2) RUSS 241 (D1)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

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

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

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**HIST 243 (F) Modern Latin America, 1822 to the Present**

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 35-40

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

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora  GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect

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

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

**Secondary Cross-listing**

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

Requirements/Evaluation: class participation, a mid-term and final paper, and a 10-12 page research paper
Prerequisites: none; open to all
Enrollment Limit: 20
Enrollment Preferences: Africana Studies concentrators; History majors
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 248 (D2) HIST 248 (D2)
Attributes: AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives
Not offered current academic year

HIST 252 (S) From Contact to Civil War: A History of North America to 1865
This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.
Class Format: lecture/discussion
Requirements/Evaluation: class participation, mid-term, final exam, book review, and weekly writing assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern
Not offered current academic year

HIST 253 (S) Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film,
oral histories, fiction, and photography) and historical interpretations.

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 40

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

**Distributions:** (D2)

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

*Not offered current academic year*

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

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

**Primary Cross-listing**

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

**Class Format:** discussion

**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:** 40

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

**Expected Class Size:** 30

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

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

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

HIST 254 (D2) AMST 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

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Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

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

**Cross-listings:** AMST 256 HIST 256 AFR 257
We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

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

Prerequisites:  none

Enrollment Limit:  35

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

Expected Class Size:  25

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

Distributions:  (D2)  (DPE)

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

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

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

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

Not offered current academic year
HIST 258 (S) The World Oil Made: A Modern 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. In addition to having regular short assignments, students will work in groups through the semester, researching and learning how to make a 5-minute video documentary.

Class Format: lecture/discussion

Requirements/Evaluation: two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); 2-3 short research assignments (1 page each); one storyboard (graded); one group video project (graded)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: sophomores and first-years

Expected Class Size: 25

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

Distributions: (D2)

Attributes: HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Karen R. Merrill

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

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

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

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

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

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

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F
HIST 260  (S)  U.S. History Since the 1940s
This course surveys the history of the United States since the 1940s. It will acquaint students with the key developments that defined the postwar order, focusing especially on the history of inequality, politics and public policy, social movements, and intellectual life. As students make their way through the course, they will learn to think historically in the broadest sense--situating texts within their social context, engaging with diverse and unfamiliar perspectives, and gaining an appreciation for the complexity of human experience. In the process, students will tackle historical questions with contemporary relevance. What forces have made American society more or less equal, and how should equality be measured in the first place? How have race, class, and gender affected opportunities and outcomes for different Americans over time? To what extent have everyday people shaped the broader history of American capitalism, democracy, and social thought? To what extent have these broader developments shaped the lives of everyday people? Are we now living in an age of fracture or an age of liberation? The course will cover such topics as Cold War culture; the mass consumer economy; racial inequality, both Southern and Northern; the changing role of women at home and in the workplace; the global dimensions of the 1960s; the origins of the New Right; and the roots of modern polarization in conflicts over such issues as--busing, abortion, and privatization.

Class Format: lecture
Requirements/Evaluation: attendance and participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (10 pages max)
Prerequisites: none, open to all students
Enrollment Limit: 40
Enrollment Preferences: History majors or students with a demonstrated interest in U.S. History
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020
LEC Section: 01    MR 1:10 pm - 2:25 pm     Casey D. Bohlen

HIST 261  (F)  America and the Cold War
Cross-listings: PSCI 262  HIST 261  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)
HIST 263 (F) The United States and the World, 1898 to the Present
Cross-listings: LEAD 261 HIST 263

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

Class Format: discussion
Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: first- and second-year students, then History majors
Expected Class Size: 25-30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

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

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

**Secondary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? 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 critical food studies. 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, and gender.

**Requirements/Evaluation:** two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

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

**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) AMST 245 (D2) ENVI 246 (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:** ENVI Humanities, Arts + Social Science Electives  HIST Group F Electives - U.S. + Canada

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

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

**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.
Class Format: seminar
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:
HIST 281 (D2) AFR 246 (D2)
Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020
SEM Section: 01 W 1:10 pm - 3:50 pm Gretchen Long

HIST 284 (S) Introduction to Asian American History (DPE)
Cross-listings: HIST 284 ASST 284 AMST 284
Primary Cross-listing
This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.
Class Format: discussion
Requirements/Evaluation: a series of short essays and a final oral history/family history
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)
Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada
Not offered current academic year

HIST 286 (F) Latina/o History, 1848 to the Present
Cross-listings: HIST 286 LATS 286
Secondary Cross-listing
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct
Latina/o groups share and where do their experiences diverge?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final essay

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 20

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

Distributions: (D2)

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

HIST 286 (D2) LATS 286 (D2)

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 (S) History of Sexuality

Cross-listings: GBST 241 REL 241 HIST 292 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:

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

Not offered current academic year

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

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

Class Format: discussion

Requirements/Evaluation: evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion.
Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

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

Distributions: (D2)

Spring 2020

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

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

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

Class Format: discussion

Requirements/Evaluation: class participation, a 250-word position statement ("What is History?"); two 9- to 11-page interpretive essays, and a take-home final exam

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

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 2019

SEM Section: A1    MR 1:10 pm - 2:25 pm     Chris Waters

HIST 301  (F)  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 the nature of historical truth, objectivity and bias, and the uses of different types of evidence will be discussed. 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 told. Finally, the third section of the course will pose questions about the purposes, uses, and misuses of history. And we will ask what the moral, political, and historical responsibilities of historians may be. The class will meet once a week, and each session will focus on some theoretical material as well as readings on a broad range of topics that concretely illustrate the methodological issues at stake.

Class Format: discussion

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

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

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19
HIST 301  (F)  Approaching the Past: Writing the Past

"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper

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: yes 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.

Class Format: seminar

Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion; in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College

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)
HIST 301 (F) Approaching the Past: Modern 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? 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 seminar 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, response papers, short essays, and a final paper

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)

Not offered current academic year

HIST 301 (S) Approaching the Past: Other People's History

From antiquity to the present, most historians have chosen to write about their own community, whether they have defined it by ethnicity, nationhood, language, or creed. Only a minority have chosen instead to record the history of a group of which they are not a member. This seminar asks: what does it mean to write other people's history? We will consider, first, the motivations that might lead someone to dedicate their lives to studying a foreign culture. What practical challenges are involved? What languages, archives, and forms of knowledge does the historian have to master, and how is this achieved (or not achieved)? Further, we will inquire: what unique problems and opportunities emerge? What mental categories mediate the inevitable comparisons that arise in the study of other people's history? What kind of histories can be written this way, and what kind cannot? Throughout, we will take seriously the ethical challenges and opportunities of this peculiar historiographic position. Finally, we will determine the lessons that can be drawn for our own practice as historians. Authors to be read will range from antiquity to the present and include Herodotus, al-Biruni, José de Acosta, and Edward Gibbon among others.

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

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

Enrollment Limit: 19

Enrollment Preferences: seniors, then juniors, History majors

Expected Class Size: 12

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

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

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

How have historians told the story of the Civil War? Even before Lee's surrender at Appomattox Court house in the spring of 1865, historians and local communities strove to craft a coherent story of a war that left 620,000 soldiers dead and set formally enslaved people on a long road towards freedom. Civil War historiography began in the 19th century and has been reinvented numerous times in the last century. Biographies of Lincoln, of Generals--Union and Confederate still appear regularly. Historians of gender have tried to capture women's experiences on the homefront and on the front lines. Histories of battles, of legislation, of the era's music, literature, and art all fill rows of shelves in Sawyer. We will not attempt to "understand" the Civil War. Rather we will examine a few very different histories of the event. We will read authors who center African Americans and authors who ignore them. We will read a biography and cultural history. We'll look at new attempts to tell local histories of the war through interactive web sites and film. We'll also study historical re-enactors, North and South. We will end with an examination of the recent struggles over Confederate Memorials.

Requirements/Evaluation: one presentation, one formal paper and/or a book review, a final paper

Prerequisites: restricted to History majors and sophomores planning to major in History
HIST 302  (F)  Islamic Law: Past and Present
Cross-listings:  WGSS 243  ARAB 243  HIST 302  REL 243

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

Requirements/Evaluation:  weekly responses, four 2- to 3-page essays
Prerequisites:  none
Enrollment Limit:  19
Enrollment Preferences:  majors
Expected Class Size:  10
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 243  (D2)  ARAB 243  (D2)  HIST 302  (D2)  REL 243  (D2)
Attributes:  HIST Group B Electives - Asia  HIST Group E Electives - Middle East  HIST Group P Electives - Premodern  JLST Interdepartmental Electives
Not offered current academic year

HIST 304  (S)  Africa and the United States: From the Atlantic Slave Trade to Black Panther  (DPE)
This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the “back to Africa” movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams’ historical links with Africa.

Class Format:  discussion/lecture
Requirements/Evaluation:  discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)
Prerequisites:  none, open to all students; some background in African history will be useful
Enrollment Limit:  25
Enrollment Preferences:  History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic col
Attributes: HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada

Spring 2020
LEC Section: 01 TF 2:35 pm - 3:50 pm Matthew Swagler

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South
Cross-listings: GBST 369 COMP 369 HIST 306 ARAB 369
Secondary Cross-listing
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonal history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5- to 7-pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 369 (D1) COMP 369 (D1) HIST 306 (D2) ARAB 369 (D1)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives
Not offered current academic year

HIST 307 (S) Is Africa Poor? (DPE)
Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.
Class Format: discussion with organized debates
Requirements/Evaluation: discussion participation, map quiz & multiple papers
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators
Expected Class Size: 25
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed—both between Africa and the rest of the world and within the African continent. Building on the wide-range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2020
SEM Section: 01 M 7:00 pm - 9:40 pm Matthew Swagler

HIST 308 (S) The Nile (DPE)
Cross-listings: ARAB 308 HIST 308
Primary Cross-listing
For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.
Requirements/Evaluation: short papers and final project/paper
Prerequisites: none, though background in Middle East history is preferable
Enrollment Limit: 19
Enrollment Preferences: History and Arabic Studies majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 308 (D2) HIST 308 (D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.
Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern
Not offered current academic year

HIST 309 (S) Fire and Ice: The History of Modern Iceland
How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will
explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil’s and Njal’s Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation’s independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: “Fögur er hlíðin,” “Deyr fé, deyr frændr,” “Petta reddast,” “dugleg/ur,” and “Áfram Ísland.” This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

Requirements/Evaluation: short papers and final project
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 15
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
Attributes: HIST Group C Electives - Europe and Russia

HIST 310  (S)  Iraq and Iran in the Twentieth Century

Cross-listings: HIST 310 ARAB 310

Primary Cross-listing

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefix carry the following divisional credit:
HIST 310 (D2) ARAB 310 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

HIST 311  (S)  Where are all the Jews?  (DPE) (WS)

Cross-listings: ARAB 363 COMP 363 JWST 268 HIST 311 REL 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which
historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** none

**Expected Class Size:** 19

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

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

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

ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2) HIST 311 (D2) REL 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

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

**Cross-listings:** HIST 312 ASST 312 REL 312 GBST 312

**Primary Cross-listing**

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

**Requirements/Evaluation:** participation, response papers/short essays, one final paper

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option
HIST 313  (F)  The People's Republic: China since 1949

Cross-listings: HIST 313  ASST 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) ASST 313 (D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

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

Cross-listings: ARTH 314  HIST 314  ASST 314

Primary Cross-listing

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

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

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

Enrollment Limit: none

Enrollment Preferences: graduating seniors
Expected Class Size: 20  
Grading: no pass/fail option, no fifth course option  
Distributions: (D2)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ARTH 314 (D1) HIST 314 (D2) ASST 314 (D2)  
Attributes: ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern  

Fall 2019  
SEM Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia, Murad K. Mumtaz  

HIST 318 (F) Nationalism in East Asia  
Cross-listings: ASST 245 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 debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea, and Taiwan.  
Requirements/Evaluation: two short papers; final exam  
Prerequisites: none  
Enrollment Limit: 25  
Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years  
Expected Class Size: 25  
Grading: yes pass/fail option, yes fifth course option  
Distributions: (D2)  
This course is cross-listed and the prefixes carry the following divisional credit:  
ASST 245 (D2) PSCI 354 (D2) HIST 318 (D2)  
Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses  

Fall 2019  
LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane  

HIST 319 (F) Gender and the Family in Chinese History  
Cross-listings: ASST 319 WGSS 319 HIST 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, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.  
Class Format: discussion  
Requirements/Evaluation: class participation, several short papers, and a final paper  
Prerequisites: none; open to first year-students with instructors permission  
Enrollment Limit: 25  
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 319 (D2) WGSS 319 (D2) HIST 319 (D2)

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 321  (F)  History of U.S.-Japan Relations

Cross-listings: HIST 321 ASST 321

Primary Cross-listing

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, 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. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: 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 first-year students with instructors permission

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 321 (D2) ASST 321 (D2)

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

Not offered current academic year

HIST 323  (F)  From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: CLAS 323 LEAD 323 HIST 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred
**HIST 330 (S)  Reformations: Faith, Politics, and the World**

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia  HIST Group P Electives - Premodern  LEAD Facets or Domains of Leadership

Not offered current academic year

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**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 form our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan, Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.
**Requirements/Evaluation:** attendance and participation; two short papers; a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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**Fall 2019**

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

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

**Cross-listings:** WGSS 331  HIST 332

**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, personal and national, in modern European society. Topics include: 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 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 Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Requirements/Evaluation:** class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 12-20

**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:**

WGSS 331 (D2)  HIST 332 (D2)

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

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

**Not offered current academic year**

**HIST 334 (F) Victorian Psychology from the Phrenologists to Freud**

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, including: professional literature in psychiatry, from the phrenologists to Freud; manuals on child rearing, education, sexual practice, and living the wholesome life; and cultural documents.

**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:** 25

**Expected Class Size:** 25

**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)

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

Not offered current academic year

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**HIST 335  (F)  Weimar Germany**

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

**Class Format:** discussion

**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:** 25

**Expected Class Size:** 20-25

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

**Distributions:** (D2)

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

Not offered current academic year

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**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 empathetic 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:** lecture/discussion
When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule infected on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.
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

Fall 2019
LEC Section: 01  MR 1:10 pm - 2:25 pm  Alexandra Garbarini

HIST 341  (S)  Collapse: The Fall and Afterlife of the Soviet Union

Cross-listings: RUSS 341 HIST 341

Primary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. The following day, Boris Yeltsin entered office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. By semester's end, students will have acquired the content and analytical literacy to place present-day Russia in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Requirements/Evaluation: active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
RUSS 341 (D1) HIST 341 (D2)

Attributes: HIST Group C Electives - Europe and Russia
HIST 342  (S)  Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings:  HIST 342  MUS 327  AFR 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation:  class participation, 3-4 short papers (5-7 pages)
Prerequisites:  none
Enrollment Limit:  20
Enrollment Preferences:  AFR concentrators
Expected Class Size:  20
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 342 (D2) MUS 327 (D1) AFR 327 (D2)

Spring 2020
SEM Section: 01    TF 1:10 pm - 2:25 pm     Matthew J. Smith

HIST 346  (S)  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: lecture/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:  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:
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- and 20th-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

Spring 2020
LEC Section: 01    MW 7:00 pm - 8:15 pm     Roger A. Kittleson

HIST 347  (S) Democracy and Dictatorship in Latin America
The inability—or failure—of Latin American countries to establish stable and democratic governments 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 in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"—and the implications of our choice of criteria.

Class Format: discussion
Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-12-page) final essay
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: GBST Latin American Studies Electives  HIST Group D Electives - Latin America + Caribbean  LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 352  (F)(S) American Maritime History  (DPE) (WS)
Cross-listings: HIST 352  MAST 352
Secondary Cross-listing
This course surveys 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. Special emphasis will be placed on how diverse peoples shaped and experienced America’s maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America’s maritime heritage.

Class Format: classroom discussion as well as field seminars
Requirements/Evaluation: class participation, weekly response papers, three longer papers
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
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 weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will
participate in several in-class writing workshops and peer critiques that cover argument and style. 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 burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

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

Fall 2019
SEM Section: 01     TBA     Alicia C. Maggard

Spring 2020
SEM Section: 01     TBA     Alicia C. Maggard

HIST 354  (F)  The Revolutionary Generation: Galaxy of Leaders

Cross-listings: PSCI 285  LEAD 285  HIST 354

Secondary Cross-listing

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: 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, several class presentations, and active participation in all discussions
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Limit: 12
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 285 (D2) LEAD 285 (D2) HIST 354 (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2019
SEM Section: 01     T 1:10 pm - 3:50 pm     Susan Dunn

HIST 358  (S)  The Roosevelt Style of Leadership

Cross-listings: HIST 358  LEAD 325

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 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, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

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

Cross-listings: AMST 360 HIST 361

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:

AMST 360 HIST 361 (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: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern
HIST 362  (S)  Indigenous Women's History  (DPE) (WS)

Cross-listings: AMST 324  HIST 362  WGSS 324

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 10

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

Distributions: (D2)  (DPE)  (WS)

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

AMST 324 (D2) HIST 362 (D2) WGSS 324 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

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

Not offered current academic year

HIST 364  (F)  History of the Old South

Cross-listings: AMST 364  HIST 364  AFR 364

Primary Cross-listing

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: class participation, two papers of moderate length, and a comprehensive final examination

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 365  (S)  History of the New South
Cross-listings:  HIST 365  AFR 365  AMST 365

Primary Cross-listing
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the role of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion

Requirements/Evaluation: class participation, 2 papers of moderate length, and a comprehensive final examination

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

HIST 365 (D2) AFR 365 (D2) AMST 365 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Space and Place Electives  HIST Group F Electives - U.S. + Canada  Not offered current academic year

HIST 366  (S)  What They Saw in America
Cross-listings:  AMST 244  SOC 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. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 371 (F) Oral History: Theory, Methods and Practice

Cross-listings: AMST 371 HIST 371

Primary Cross-listing

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. This class introduces methods for conducting oral history interviews and provides an opportunity to record interviews and use them in a public project. This semester we will use oral history interviews and other sources to explore the lived experience of LGBTQ individuals in the United States. The class combined history, theory, and practice, giving you the chance to conduct and interpret oral history interviews.

Class Format: community-based field work

Requirements/Evaluation: two recorded and transcribed oral history interviews; three three-pages papers; one final project (e.g., audio essay or multi-media presentation)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors or seniors

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 371 (D2) HIST 371 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Annie Valk

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 both has a remarkably rich history and poses central questions to how we view 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? Or 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 both 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’ stories 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, 5 short-to-moderate writing assignments and one 8-10 page research paper, due at the end of reading period

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 10

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

Distributions: (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern
HIST 373 (S) Sites of Memory and American Wars
This course will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. We will ask such questions as: How and why have the memorializations of wars in America changed over time? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do sites of memory tell us about history, about society's views of wars and of soldiers, and about America? We will look at these questions both throughout U.S. history and through case studies, including the American Civil War, the wars against indigenous nations, World Wars I and II, and Vietnam.
Requirements/Evaluation: short papers, one longer research paper, and presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors
Expected Class Size: 10-15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada
Not offered current academic year

HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar
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

Spring 2020
SEM Section: 01 Cancelled

HIST 378 (S) American Conservatism
This course will explore the history of modern conservatism in the United States, from the early 20th century to today. Employing a chronological approach, it will examine the key intellectuals, politicians, and social movements that have fueled the rise and ascendance of the modern right. Going beyond formal politics, students will explore the influence of conservatism on American life more broadly--especially in the realms of race relations, gender and sexuality, religion, global capitalism, and international relations. Students will be asked to think historically, considering how the right rose from obscurity to political ascendance over the course of the 20th century. And they will be asked to engage theoretically, considering what (if anything) has defined conservatism in principle and in practice. In the process, they will learn to think critically in the broadest sense: situating texts within their context, engaging with diverse perspectives, and gaining an appreciation for the complexity of human experience. The course will cover such topics as Cold War nationalism; the GOP's 'Southern Strategy;' law and order politics; anti-feminism and the culture wars; neoliberal economics; neoconservative foreign policy; and late-20th century battles over such divisive issues as affirmative action, abortion, and taxation.

Class Format: seminar

Requirements/Evaluation: participation in group discussion; six informal response papers (300-400 words); two unit essays (4-6 pages); final paper (8-10 pages)

Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: History and Religion majors, and students with a demonstrated interest in either field

Expected Class Size: 20

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

Distributions: (D2)

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

REL 378 (D2) HIST 378 (D2)

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

Spring 2020

SEM Section: 01    TR 9:55 am - 11:10 am     Casey D. Bohlen

HIST 379 (F) Black Women in the United States

Cross-listings: WGSS 379 AFR 379 HIST 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: 25

Enrollment Preferences: History majors and Africana Studies concentrators

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:

WGSS 379 (D2) AFR 379 (D2) HIST 379 (D2)
HIST 380  (F)  Comparative American Immigration History  (DPE)
This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.
Class Format: discussion
Requirements/Evaluation: a series of papers and a final oral history or family history
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
Difference, Power, and Equity Notes: By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS Comparative Race + Ethnic Studies Electives
Not offered current academic year

HIST 381  (S)  The Legal History of Asian America  (DPE)
Cross-listings: AMST 381  HIST 381
Primary Cross-listing
This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.
Class Format: lecture
Requirements/Evaluation: two 2- to 3-page response papers, two-5- to 7-page essays, one final paper of 15 pages
Prerequisites: none, open to all students
Enrollment Limit: 25
Enrollment Preferences: none
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 381 (D2) HIST 381 (D2)
Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.
Attributes: HIST Group F Electives - U.S. + Canada
HIST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

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

Fall 2019

LEC Section: 01    TR 11:20 am - 12:35 pm    Scott Wong

HIST 385 (S) Politics and Everyday Life: Latinas/os in New York City and Beyond (DPE)

Cross-listings: HIST 385 LATS 385

Primary Cross-listing

This course asks how everyday life shapes politics, from the definition of politics, to the issues addressed, to the wide variety of forms that activism takes. Focusing on Latinas/os in New York City from World War II to the present, we explore activism that has included collective organizing and community building to meet immediate needs, social service approaches and community-based organizing, radical political and social movements, participation in pre-existing unions and political groups, as well as electoral politics. Activists addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. Reflecting the histories of migration, politics have sometimes been rooted in one national origin group, while other efforts were explicitly Latinx. To make the connections between everyday lives and politics, our readings will include autobiographies and other narrative sources, as well as documentaries. For final projects, students will delve deeper into autobiographies and other narrative sources, and/or explore a particular contemporary political issue(s), and/or explore parallels in the broader northeast.

Class Format: discussion-based course

Requirements/Evaluation: class participation, two essays of 3-5 pages each, final project of 7- to 10-pages, and final presentation

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores 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. At times working within existing structures, Latinx communities also questioned and challenged those existing structures. Questions of difference, power and equity are explored at the structural, community, and individual levels.

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

**Not offered current academic year**

**HIST 386 (S) Latinas in the Global Economy: Work, Migration, and Households**

**Cross-listings:** LATS 386 HIST 386 WGSS 386

**Secondary Cross-listing**

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

**Class Format:** discussion

**Requirements/Evaluation:** class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

**Prerequisites:** open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

LATS 386 (D2) HIST 386 (D2) WGSS 386 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**HIST 387 (F) Going Nuclear: American Culture in the Atomic Age**

**Cross-listings:** SOC 386 HIST 387

**Secondary Cross-listing**

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

**Class Format:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 35

**Expected Class Size:** 35

**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 386 (D2) HIST 387 (D2)

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

Fall 2019
LEC Section: 01    TR 9:55 am - 11:10 am    James L. Nolan

HIST 388  (F)  Decolonization and the Cold War

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

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors; juniors and seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: GBST South + Southeast Asia Studies Electives  HIST Group G Electives - Global History  LEAD American Foreign Policy Leadership

Fall 2019
SEM Section: 01    MR 2:35 pm - 3:50 pm    Jessica  Chapman

HIST 389  (S)  The Vietnam Wars

Cross-listings:  HIST 389  LEAD 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: 25
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean

Cross-listings: GBST 391 ASST 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, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 15-20

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 391 (D2) ASST 391 (D2) HIST 391 (D2)

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

Not offered current academic year

HIST 393 (S) Sister Revolutions in France and America

Cross-listings: HIST 393 LEAD 212

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.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on 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:
HIST 393 (D2) LEAD 212 (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

Spring 2020
SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

HIST 394 (S) The History of Panics
What is a panic? This course takes up questions of what has defined, caused, and shaped panics of various kinds-political, societal, moral, medical, and financial. We will consider what has fueled panics, what has prevented them, what their effects have been, how they have ended, who has panicked, who has been the victim of panics, and what has distinguished premodern from modern incarnations of the phenomenon. Central themes will include the relationship between panics and emotions (anxiety, fear, insecurity, irrationality, hysteria), communication (rumor, gossip, mass media), technology (electricity, vaccines, the computer), and violence (persecution, revolution, psychological torment). With a multidisciplinary approach informed by sociology, economics, psychology, and history, our examination will span different times and different places and will encompass witch hunts of many sorts, infectious diseases, financial crises, cultural scares, and more.
Requirements/Evaluation: class participation, response papers, one short 5-page paper, and a research paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: History majors, potential History majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
Not offered current academic year

HIST 395 (F) Signs of History
Cross-listings: COMP 395 HIST 395 ENGL 395
Secondary Cross-listing
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmoud Darwish, Thomas Demand, and Eyal Sivan.
Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English, Comparative Literature, History and German majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 395 (D1) HIST 395 (D2) ENGL 395 (D1)
Attributes: ENGL Criticism Courses  ENGL Literary Histories B
**HIST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** ARAB 409  HIST 409  GBST 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:

ARAB 409 (D2) HIST 409 (D2) GBST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives  JWST Elective Courses

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**HIST 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals**

**Cross-listings:** HISt 411  REL 321  ARAB 411

**Primary Cross-listing**

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

**Requirements/Evaluation:** several short response papers and a 20- to 25-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

HIST 411 (D2) REL 321 (D2) ARAB 411 (D2)

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

Not offered current academic year
HIST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 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.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on 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:
HIST 434 (D2) REL 335 (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: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020
SEM Section: 01 M 7:00 pm - 9:40 pm Alexandra Garbarini

HIST 443 (S) Race and Ethnicity in Latin America

Cross-listings: AFR 383 HIST 443

Primary Cross-listing

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as “racial democracies” and look at the historical roots and political impact of both “positive” and “negative” stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Requirements/Evaluation: class participation, one short paper, and a substantial (20-25 page) research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latino/a Studies concentrators

Expected Class Size: 10-15
HIST 453 (S) Women, Gender, and Social Movements in U.S. History

Cross-listings: WGSS 453  HIST 453

Primary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation: 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

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

Distributions: (D2)

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

WGSS 453 (D2) HIST 453 (D2)

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

Not offered current academic year

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

Cross-listings: AMST 455  HIST 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.

Class Format: seminar

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:

AMST 455 (D2) HIST 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

Spring 2020

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

HIST 456 (F) Civil War and Reconstruction

Cross-listings: AMST 456 HIST 456 AFR 385

Primary Cross-listing

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements/Evaluation: class participation and a substantial research paper based at least in part on primary source materials

Prerequisites: none

Enrollment Limit: 15

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 456 (D2) HIST 456 (D2) AFR 385 (D2)

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

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

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

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

Requirements/Evaluation: students will be evaluated on 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

Spring 2020

SEM Section: 01 Cancelled

HIST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

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

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

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

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

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

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

HIST 471 (S) Comparative Latina/o Migrations
Cross-listings: HIST 471 LATS 471

Secondary Cross-listing

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms “Hispanic” and “Latina/o” to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion

Requirements/Evaluation: class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

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

Distributions: (D2)

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

HIST 471 (D2) LATS 471 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Not offered current academic year

HIST 476 (F) CAPSTONE: Black Radicalism

Cross-listings: AFR 476 HIST 476

Secondary Cross-listing

Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Requirements/Evaluation: student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 476 (D2) HIST 476 (D2)
HIST 478  (S)  Cold War Landscapes

Cross-listings:  HIST 478  ENVI 478  AMST 478

Primary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

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

Distributions: (D2)

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

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

Attributes:  AMST Space and Place Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01    W 1:10 pm - 3:50 pm     Karen R. Merrill

HIST 479  (F)  Recent U.S. History: The 1970s and 1980s

The 1970s and 1980s are decades that mark the beginning of many of the phenomenon shaping the United States today: the rise of economic inequality; the origins of globalization; the first awareness of an "energy crisis;" the birth of social movements like feminism, gay rights, and black power; the deepening of urban poverty and the expansion of the criminal justice system; the ascendance of stock market and financial deregulation; the transition to a service economy; the growth of new forms of art and music like hip-hop and punk; the rise of evangelical Christianity as a political force; the emergence of a conservative movement; the end of Soviet Communism. This course will look at the political, economic, cultural and intellectual history of the 1970s and 1980s in the United States, with a special eye to the question of how and why conservative politics and a neoliberal economic order developed alongside liberal social and cultural values. We will consider the connection between the right and the left over this period, asking how we should think about the rise of the gay rights movement, the legacy of the civil rights movement, and the evolution of feminism in the broader context of American political and economic history. The course will also address some of the transnational aspects of recent American history, both the ways that ideas from other parts of the world have shaped American politics and society and the impact that the United States has had on the rest of the world. We will make use mostly of primary documents-political speeches, manifestos, music and lyrics, film, journalism and fiction-but we will also consider the ways that scholars have tried to conceptualize such recent history. While we will look at political leaders, intellectuals and the evolution of national politics, we will also consider the role of social movements, popular culture and the actions and ideas of people with no special access to power in shaping the history of the period. Throughout, we will ask: what are the connections between this history and the present? What lessons can we draw to think about our contemporary political and economic situation? Students will develop their own research questions and will produce a 20-page paper based on original research.
Class Format: seminar

Requirements/Evaluation: 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 15

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

Distributions: (D2)

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

Not offered current academic year

HIST 480  (F) Interpretations of the Israeli Palestinian Conflict  (DPE)

Cross-listings: GBST 480  ARAB 480  JWST 480  HIST 480

Primary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

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

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

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 480 (D2) ARAB 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Core Electives

Not offered current academic year

HIST 481  (S) History of Taiwan  (WS)

Cross-listings: ASST 413  HIST 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. 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 or Asian Studies majors
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:
ASST 413 (D2) HIST 481 (D2)
Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Attributes: HIST Group B Electives - Asia
Not offered current academic year

HIST 482 (F) The Great War, 1914-1918
Cross-listings: LEAD 382 HIST 482
Primary Cross-listing
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?
Requirements/Evaluation: paper or critique every week
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior History Majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 382 (D2) HIST 482 (D2)
Attributes: HIST Group C Electives - Europe and Russia
Not offered current academic year

HIST 483 (S) Sport and Diplomacy
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-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)

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

Not offered current academic year

HIST 484  (F)  The Second World War: Origins, Course, Outcomes, and Meaning  (WS)

1991 marked the 50th anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on important questions and issues that arise from a study of WWII. What were the origins of this central event of the 20th century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of human responsibility and the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of this tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war, and also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved.

Requirements/Evaluation: will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague

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 present 7 double-spaced pages every other week and a 7-10 page final written exercise. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

TUT Section: T1    TBA    James B. Wood

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

Cross-listings: HIST 485  PSYC 158

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtletest, 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, “Analysis Terminable and Interminable.” In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and
contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

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

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

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

HIST 485 (D2) PSYC 158 (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  PHIL Related Courses

Fall 2019

TUT Section: T1    TBA    Thomas A. Kohut

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

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

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

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia  HIST Group G Electives - Global History  HIST Group P Electives - Premodern
HIST 487 (S) Archive Stories (WS)
What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida’s essay, Archive Fever, historians, archivists, and cultural theorists have been asking questions about the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is not a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian’s encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Class Format: tutorial
Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives
Prerequisites: open to all junior and senior History majors and others with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: History majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Attributes: HIST Group G Electives - Global History

Spring 2020
TUT Section: T1 TBA Chris Waters

HIST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy
Cross-listings: GBST 488 HIST 488 REL 388 ASST 488
Primary Cross-listing
This course studies the 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. The 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 nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi’s engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs
Requirements/Evaluation: five to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: upper level History majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 488 (D2) HIST 488 (D2) REL 388 (D2) ASST 488 (D2)
Attributes: GBST South + Southeast Asia Studies Electives  HIST Group B Electives - Asia
Not offered current academic year

HIST 490  (S)  Memory, History, and the Extermination of the Jews of Europe
Cross-listings: JWST 490  HIST 490

Primary Cross-listing

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? 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? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more 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 should prove relevant for future consideration of 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; additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will 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)

This course is cross-listed and the prefixes carry the following divisional credit:
JWST 490 (D2) HIST 490 (D2)
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  ENVI 491  HIST 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?

**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

**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) ENVI 491 (D2) HIST 491 (D2)

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 492 (S) Revolutionary Thought in Latin America**

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?

**Class Format:** tutorial; students will meet with the instructor in pairs for an hour each week

**Requirements/Evaluation:** each student will write and present a 5- to 7-page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work

**Prerequisites:** none; open to all

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

Spring 2020

TUT Section: T1 TBA Roger A. Kittleson

**HIST 493 (F) Senior Thesis: Research Seminar**

This seminar is intended solely for writers of senior theses. 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 31 and 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

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

Distributions: (D2)

Fall 2019

HON Section: 01 MR 2:35 pm - 3:50 pm Sara Dubow

HIST 494 (S) Senior Thesis: Writing Seminar

This seminar is a continuation of HIST 493 and HIST 31, 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

Class Format: seminar

Requirements/Evaluation: evaluation will be based on participation and completed written work

Prerequisites: successful completion of HIST 493 and HIST 31; limited to seniors accepted into the History Department's Thesis Program

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

Distributions: (D2)

Spring 2020

HON Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6
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 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History  JWST Core Electives

Fall 2019
TUT Section: T1 TBA Maud Mandel

HIST 497 (F) Independent Study: History
History independent study.
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2019
IND Section: 01 TBA Anne Reinhardt

HIST 498 (S) Independent Study: History
History independent study.
Class Format: independent study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2020
IND Section: 01 TBA Anne Reinhardt

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

HIST 10 (W) North Adams: Past, Present and Future
Cross-listings: AMST 11 HIST 10

Primary Cross-listing

This class focuses on North Adams—the challenges, resources and assets of Massachusetts's smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first-year students preferred
Grading: pass/fail only
This course is cross-listed and the prefixes carry the following divisional credit:

HIST 11

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

HIST 11 (W) Excavating the Purple Bubble

Cross-listings: HIST 11 SOC 11

Secondary Cross-listing

People often describe Williams College as an "intense" place--a "purple bubble" with its own peculiar micro-culture. This bubble can be stressful, exhausting, and work-obsessed, but also bursting with creative energy and a determination to change the world, not to mention creating experiences and relationships that become deeply nostalgic and lead to a lasting connection. How have these characteristic structures of feeling been built over time? In this course, we will attempt to build a picture of how the emotional cultures of Williams have evolved by excavating their histories. From the powerful emotions triggered by transitional moments in the College's history, such as feelings of inclusion and exclusion by women and people of color, to the everyday emotions of friendship, romance, and work stress, students will analyze materials from the college archives, the archive of the Record, and other sources of institutional memory to uncover the social history of emotions at Williams. Depending on enrollments, students will divide into research clusters focusing on particular topics, which might include: stress and work-obsession, turning points and change, wonder and discovery, nostalgias, staff morale, mental illness and wellness discourse, among other possible topics. Students will spend time in class discussing readings and curating a small collection of archival materials to be presented at the end of the course. Outside class, students will spend time in the archives. As a theoretical and methodological guide, we will draw primarily on scholarship from the sociology and history of emotion, including Norbert Elias, Cas Wouters, Raymond Williams, William Reddy, and Barbara Rosenswein.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: anthropology, sociology and history majors, followed by students' expression of interest
Grading: pass/fail only

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

HIST 11 SOC 11

Winter 2020

LEC Section: 01 Cancelled

HIST 12 (W) The East is Red? Socialism in Asia

Cross-listings: PSCI 11 ASST 12 HIST 12

Secondary Cross-listing

This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the polices of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, North Korea, Vietnam, and Cambodia, we will examine cases of "unsuccessful" socialist parties in Japan, Indonesia, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, M.N. Roy, etc), and cultural constructions such as revolutionary theatre, songs, and contemporary films. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we judge the effects of socialism in Asia? Evaluation will be based on two in-class presentations and a final research paper. Attendance and participation will also be taken into account. We will meet three times a week for two-hour sessions. Adjunct Bio: John Knight has a Ph.D in East Asian History with a focus on Modern China. He graduated in 2017 from The Ohio State University. He has previously taught East Asian and World History at the Rhode Island School of
Design, Ohio State University, Capital University, and Seton Hall.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference will be given to students majoring in Asian Studies, History, or Political Science

**Grading:** pass/fail only

**Materials/Lab Fee:** $15

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 11 ASST 12 HIST 12

Winter 2020

LEC Section: 01  MWF 1:00 pm - 2:50 pm  John M. Knight

**HIST 13 (W) Eyewitness to the Civil Rights Movement: Mississippi 1964-65**

During sixteen months in 1964-'65, the instructor worked as a civil rights organizer in rural Mississippi with the Student Nonviolent Coordinating Committee (SNCC). He witnessed and aided in the heroic efforts by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. He met relatively uneducated people with the stature of giants. What he encountered was an apartheid America--a vicious police state reinforced by government and vigilante violence--beyond the understanding of most Americans and certainly beyond the imagination of young people today. The course will explore this transformative moment in recent American history through documentary film, popular music of the time and discussion. Topics include nonviolence and armed self-defense, the role of the black church, women and whites, Malcolm X and Black Power and the third party politics of the Mississippi Freedom Democratic Party. Students will read and discuss three books. Evaluation will be based on class participation and a final project in any media. It is the intent of the instructor to convey the immediacy that only first person experience can invoke.   
Adjunct Instructor Bio: Chris Williams worked as the college architect at Williams for many years. Now retired, he lives on the back roads of Vermont with his wife and hound dog.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** random drawing

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $85 for books

Winter 2020

LEC Section: 01  MWF 1:00 pm - 3:50 pm  Chris Williams

**HIST 14 (W) Loyalty and Righteousness: Female Knight Errants in the Chinese Tradition**

**Cross-listings:** CHIN 14  HIST 14

**Secondary Cross-listing**

The aura of the Chinese knight-errant's alternative universe (jianghu, lit. rivers and lakes) has never waned thanks to the thriving literature of Chinese martial arts. Recognized as the oldest genre of Chinese popular fiction still being written today, the martial arts novel constructs a fascinating human sociality where chivalry and altruism govern, stateless subjects wander, and heroic grace unfolds. This course will examine the literary, artistic, and social imagination of this jianghu in selected modern martial arts novels written by Jin Yong (aka Louis Cha Leung-yung) and Gu Long. It also compares Jin Yong’s oeuvre, endorsed by die-hard fans, with the breathtaking yet controversial C(H)ollywood martial arts extravaganzas that have been released in the current millennium. Students will inquire into the themes of righteousness and law, self and state, martial arts and medicine, body and gender, and the martial arts world and postcolonial history; as well as traditional philosophical concepts of yin and yang, and "between the people" (minjian) and "all under heaven" (tianxia). Finally, we will explore the genre's aestheticism via literary and visual constructions in the cultural text.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none
Enrollment Limit: 30

Enrollment Preferences: students will be asked to write an essay to explain their interest and rationale for this course

Grading: pass/fail only

Materials/Lab Fee: $35 and cost of books

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

CHIN 14 HIST 14

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Man He

HIST 15 (W) Contemporary Indian Society

Cross-listings: ASST 15 HIST 15

Primary Cross-listing

With a population of nearly 1.4 billion, India is one of the fastest growing regions of Asia and the world. It is also the largest and most diverse country in South Asia. What are some of the most important social and political concerns in India today? How do Indians think of questions of culture and identity in a globally connected world? What are the interests and aspirations of India’s youth? How are forces of nationalism and divisive politics defining Indian society today? In this course, we will explore these questions through the most recent non-fiction books on Indian history and society. We will also watch a number of documentaries that address some of these questions. The objective of the course is to engage students in lively discussion and debates about these issues that shape India today.

Requirements/Evaluation: participation in discussions, student-led discussions in addition to a 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: short written application

Grading: pass/fail only

Materials/Lab Fee: cost of books

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

ASST 15 HIST 15

Winter 2020

LEC Section: 01 Cancelled

HIST 18 (W) Kurt Vonnegut in History

Kurt Vonnegut, an Indiana native and former General Electric employee, rose to international prominence during the second half of the twentieth century as a cult novelist, anti-war activist, socialist, and humanist. Readers from seemingly disparate parts of a divided world--from prairie towns in the American midwest to university halls in the Soviet Union to smokey cafés in de Gaulle's Paris--developed a voracious appetite for cult classics like Slaughterhouse-Five, Cat's Cradle, and Breakfast of Champions. What explains Vonnegut's appeal both past and present? In what ways did his views on free speech, technology, war, nuclear weapons, gender, human rights, labor, the environment, and the flaws of humankind reflect or subvert the norms of the postwar and cold war worlds. This course explores Kurt Vonnegut's place in the postwar world as a novelist, thinker, and celebrity. In addition to reading works from the Kurt Vonnegut canon, we will read newspaper articles and literary criticism, watch a film and a handful of interview clips, to examine both the world that Vonnegut created and the world that created him.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors and juniors have priority

Grading: pass/fail only

Materials/Lab Fee: $10 and approximately $50 for books
**HIST 19 (W) Special Collections: Curating Rare Books and Manuscripts for Our Times**

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 make a day trip to visit a bookseller 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. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography. Adjunct Instructor Bio: Lisa Conathan is Head of Special Collections at Williams College, overseeing the Chapin Library of Rare Books and the College Archives. She holds a BA in Linguistics from Dartmouth College, a PhD in Linguistics from the University of California, Berkeley, and a Master of Library Science from the University of Maryland.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random, if course is oversubscribed

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

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**HIST 20 (W) France under the Nazis 1940-45: Democracy Abandoned, Antisemitism Unleashed**

**Cross-listings:** ASTR 20 HIST 20

**Secondary Cross-listing**

France was Europe's cultural avatar in the 17th century, father of the Rights of Man in the 18th century, Art Capital of the World in the 19th Century, and essential in the 20th to victory in World War I. How did it find itself subservient to the dictates of a foreign ruling power in 1940 and helpless to prevent the usurpation of its democracy? How did France fail to protect the very rights of man that it had long-struggled to establish and achieve? In this course we will examine what happened politically and socially during the Vichy regime of 1940 to 1945. And when Germany's hegemony was upended in 1945 with the victory of the Allies in World War II, how did the French explain to those allies, and to themselves, how France had achieved its salvation? To explain all this, we will examine break-through historical studies from the 1970s, novels written at the time of the occupation and popular today, films of the era and beyond, as well as examples of analyses of French and foreign thinkers following the war and continuing into this century. Classes will meet twice a week for 2-3 hours. Students will be responsible for daily reading of secondary sources in the reading packets. They will view on Glow films from the Vichy era and beyond and be asked to analyze and share their impressions. Each student will be assigned a novel set in Vichy times; they will prepare a concise report for the group and 5-page paper explaining how the novel confirmed or countered their impressions of the era. Adjunct Instructor Bio: Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

**Requirements/Evaluation:** active class participation re readings and film topics, 5-page paper assessing assigned novel, thoughtful synopsis for fellow students

**Prerequisites:** none, though knowledge of French enriches the experience

**Enrollment Limit:** 12

**Grading:** pass/fail only

**Materials/Lab Fee:** $36 plus cost of books

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

**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

**Grading:** pass/fail only

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**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

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**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