

Spring 2011

HIST110: The Ancient World

MW 11:00-11:50 am and Discussion Section

Hollum

Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture: religion and myth in the ancient Near East; Greek philosophical, artistic, scientific, and literary invention; and the Roman tradition in politics and administration.

CORE Humanities (HO) Course.

HIST112: The Rise of the West: 1500 – 1789

MW 9:00-10:15 am

Sutherland

The principal themes of the course are starvation, poverty and death; the transition from a religion of gestures to one of conscience and its relation to the Reformation; the European contact with indigenous peoples, trade, and subjugation; warfare and its relation to structures of states; Enlightenment, the scientific revolution and the stirrings of liberty.

CORE Humanities (HO) Course.

HIST123: Sub-Saharan Africa Since 1800

MW 11:00-11:50 am and Discussion Section

Landau

Surveys the social and political history of Sub-Saharan Africa over the past two centuries. Topics include the military and social re-organization of African societies, the effects of the slave trade in Africa, colonial conquest and resistance, systems of rule, racism and colonial ideology, anticolonial warfare, the image of Africa, the use and misuse of African bodies, and the postcolonial state.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

HIST156 (01): History of the United States to 1865

MW 1:00-1:50 pm and Discussion Section

Adelman

This course explores the history of the United States from European settlement through the Civil War. Among the many topics covered are early contact with Native Americans, the introduction and development of slavery, the quest for independence, the significance of religion in early America, evolving gender and family norms, technological innovation and westward expansion, and the political and social sectional conflicts that ultimately resulted in the Civil War. Through close readings of a wide variety of primary source texts, individual analysis, and group discussion, students will uncover the diversity of experiences and worldviews of early Americans.

HIST156 (02): History of the United States to 1865

TuTh 11:00-11:50 am and Discussion Section

Bradbury

The United States from colonial times to the end of the Civil War. Establishment and development of American institutions.

CORE Social or Political History (SH) Course

HIST157 (01): History of the United States Since 1865

MW 12:00-12:50 pm and Discussion Section

Smead

This course surveys the history of America from the end of the Civil War through the 1970s and beyond. We explore the forces that shaped modern-day America, including the role of industrialization, technology, the impact of race and ethnicity, and the changing role of the federal government in the lives of American citizens. The goal is to figure out why we are the way we are.

CORE Social or Political History (SH) Course.

HIST157 (02): History of the United States Since 1865

TuTh 9:00-9:50 am and Discussion Section

Landau

The United States from the end of the Civil War to the present. Economic, social, intellectual, and political developments. Rise of industry and emergence of the United States as a world power.

CORE Social or Political History (SH) Course

HIST175: Science and Technology in Western Civilization

TuTh 2:00-2:50 pm and Discussion Section

Friedel

An overview of the development of both science and technology in the West since Classical Times. Particular attention is given to the Scientific and Industrial Revolutions and to the Twentieth Century.

CORE Social or Political History (SH)

HIST204: Introduction to the History of Science

MW 10:00-10:50 am and Discussion Section

Milam

Not open to students who have completed HIST174. Credit will be granted for only one of the following: HIST174 or HIST204. Formerly HIST174. This course provides an introduction to the cultural and intellectual history of science. We will investigate the individual and social identities of the people investigating the order of nature, the places in which they conducted their research, the practice of science, and the public perception of the philosophers, naturalists, and experimenters engaged in these activities. Beginning with the medical and physical ideas of the ancient Greeks, we will trace the appropriation of this knowledge in the medieval and early modern periods, the Enlightenment valorization of reason and knowledge, the eventual association of the scientific enterprise with the idea of progress, and the slow transformation into what we now call modern science.

CORE Social or Political History (SH) Course.

HIST208J: Rivers Run Through It: Environmental History and the Chesapeake Bay Area

M 9:00-11:00 am

Brideau

Prerequisite: permission of department.

This course will introduce students to some of the major themes and approaches in environmental, and more specifically, river history. Most importantly, students will learn to see the environment as an *historical actor*, not just the stage on which human activity is set. In concert with the exploration of these historiographic and methodological issues, students will be introduced to the necessary skills required for historical research, and to construct a coherent historical argument. After this introduction, students will select and

focus on a research topic that explores one discrete aspect of human-hydrologic interaction in the Chesapeake region. The majority of the course will be focused on crafting individual research papers, using primary source materials, related to the Chesapeake Bay, Potomac, Anacostia Rivers, or their associated tributaries.

HIST208J: Rivers Run Through It: Environmental History and the Chesapeake Bay Area

Tu 12:00-2:00 pm

Brideau

Prerequisite: permission of department.

This course will introduce students to some of the major themes and approaches in environmental, and more specifically, river history. Most importantly, students will learn to see the environment as an *historical actor*, not just the stage on which human activity is set. In concert with the exploration of these historiographic and methodological issues, students will be introduced to the necessary skills required for historical research, and to construct a coherent historical argument. After this introduction, students will select and focus on a research topic that explores one discrete aspect of human-hydrologic interaction in the Chesapeake region. The majority of the course will be focused on crafting individual research papers, using primary source materials, related to the Chesapeake Bay, Potomac, Anacostia Rivers, or their associated tributaries.

HIST208K: Sex, Sports, and Alehouses: Gender, Race, and Sexuality in Britain and North America, 1500-1900

M 2:00-4:00 pm

Bearden

Prerequisite: permission of department.

This course will examine some of the major historiographical trends in the study of gender and sexuality in the Anglo-American world from the sixteenth through the nineteenth centuries. Topics of discussion during the first few weeks will include: early modern understandings of the body and sexuality; the development a "sporting culture" and an "alehouse culture" in the 16th century and its trajectory through the 19th century; the development of racialized understandings of sexuality; the impact of Enlightenment thought on gender and sexuality; and the emergence of the gay identity in the 18th and 19th centuries. After completing this historiographic training, students will then be well equipped to research a more specific topic related to gender, race, and/or sex in this time period. The remainder of the course will be focused on teaching students to write an original research paper with the use of primary sources.

HIST208K: Sex, Sports, and Alehouses: Gender, Race, and Sexuality in Britain and North America, 1500-1900

W 1:00-3:00 pm

Bearden

Prerequisite: permission of department.

This course will examine some of the major historiographical trends in the study of gender and sexuality in the Anglo-American world from the sixteenth through the nineteenth centuries. Topics of discussion during the first few weeks will include: early modern understandings of the body and sexuality; the development a "sporting culture" and an "alehouse culture" in the 16th century and its trajectory through the 19th century; the development of racialized understandings of sexuality; the impact of Enlightenment

thought on gender and sexuality; and the emergence of the gay identity in the 18th and 19th centuries. After completing this historiographic training, students will then be well equipped to research a more specific topic related to gender, race, and/or sex in this time period. The remainder of the course will be focused on teaching students to write an original research paper with the use of primary sources.

HIST208M: Crisis, Conflict, Chaos: Rome in the Age of Cicero and Caesar

W 9:00-11:00 am

Burghart

Prerequisite: permission of department.

This course focuses on guiding students through the process of formulating, researching, writing, editing, and presenting a 10-15 page academic research paper through the lens of Rome in the first century BC. The first weeks of the course will introduce students to the turbulent political and social climate of the last years of the Roman Republic, as well as to various authors, including Cicero, Caesar, and Sallust, who wrote during and about the period. Students will learn how to deal with ancient source material and modern analysis, and how to pursue their own research interests. The rest of the course teaches the skills of researching, placing one's ideas in modern historiography, and writing.

HIST208M: Crisis, Conflict, Chaos: Rome in the Age of Cicero and Caesar

Tu 9:00-11:00 am

Burghart

Prerequisite: permission of department.

This course focuses on guiding students through the process of formulating, researching, writing, editing, and presenting a 10-15 page academic research paper through the lens of Rome in the first century BC. The first weeks of the course will introduce students to the turbulent political and social climate of the last years of the Roman Republic, as well as to various authors, including Cicero, Caesar, and Sallust, who wrote during and about the period. Students will learn how to deal with ancient source material and modern analysis, and how to pursue their own research interests. The rest of the course teaches the skills of researching, placing one's ideas in modern historiography, and writing.

HIST208N: Creating Modern Jewish Identities in the U.S., 1880-1980

Th 9:00-11:00 am

Furman

Prerequisite: permission of department.

This course will give students the opportunity to conduct original historical research and write a primary-source-driven paper that explores how a specific individual, group, or organization has attempted to resolve the central issue in American Jewish life -- how to be both Jewish and American at the same time. Jews, like all minority groups, have put forward different approaches in an attempt to balance and negotiate between loyalties to religion, ethnicity, cultures, and nations. Topics covered in common readings at the beginning of the semester will include: Zionism, masculinity, and the American cowboy; kosher meat boycotts and women's political activism; and the nexus between religion and consumerism as expressed in the modern bar-mitzvah celebration. Most of the semester will be dedicated to learning and practicing sound research skills in preparation for the final paper.

HIST208N: Creating Modern Jewish Identities in the U.S., 1880-1980

Tu 2:00-4:00 pm

Furman

Prerequisite: permission of department.

This course will give students the opportunity to conduct original historical research and write a primary-source-driven paper that explores how a specific individual, group, or organization has attempted to resolve the central issue in American Jewish life -- how to be both Jewish and American at the same time. Jews, like all minority groups, have put forward different approaches in an attempt to balance and negotiate between loyalties to religion, ethnicity, cultures, and nations. Topics covered in common readings at the beginning of the semester will include: Zionism, masculinity, and the American cowboy; kosher meat boycotts and women's political activism; and the nexus between religion and consumerism as expressed in the modern bar-mitzvah celebration. Most of the semester will be dedicated to learning and practicing sound research skills in preparation for the final paper.

HIST208P: Contest for the Continent: Clashes of Cultures, Empires, and Nations in North America, 1600-1890

Th 11:00 am-1:00 pm

Coplen

Prerequisite: permission of department.

This course is designed to teach history majors the tools used by professional historians and to provide them with practice in using those tools. Each student will use primary sources to write a research paper that focuses on some aspect of the violent and volatile history of North America from the beginning of the seventeenth century, when the English and French joined the Spanish on the continent, to the end of the nineteenth century, when final confrontations between the U.S. Army and Native Americans secured the continent for the United States. Throughout its history, the North American continent has served as a stage for cultural, imperial and national conflicts. The cast of characters involved in these conflicts included Native Americans, Africans, Spanish, French, British, Dutch and Russians, among others. As these diverse groups shared the continent they also shaped it through their interactions and competitions with one another via trade, military alliances, warfare, diplomacy, and cultural exchange. Together these cross-cultural encounters weave together the history of the continent, revealing the complex story of North America as a contested space. Your project will deal with some piece of this broad history, and may focus on social, gender, political, economic, military, or cultural history, or any other area you find compelling.

HIST208P: Historical Research and Methods Seminar

Th 2:00-4:00 pm

Coplen

Prerequisite: permission of department.

This course is designed to teach history majors the tools used by professional historians and to provide them with practice in using those tools. Each student will use primary sources to write a research paper that focuses on some aspect of the violent and volatile history of North America from the beginning of the seventeenth century, when the English and French joined the Spanish on the continent, to the end of the nineteenth century, when final confrontations between the U.S. Army and Native Americans secured the continent for the United States. Throughout its history, the North American continent has served as a stage for cultural, imperial and national conflicts. The cast of characters

involved in these conflicts included Native Americans, Africans, Spanish, French, British, Dutch and Russians, among others. As these diverse groups shared the continent they also shaped it through their interactions and competitions with one another via trade, military alliances, warfare, diplomacy, and cultural exchange. Together these cross-cultural encounters weave together the history of the continent, revealing the complex story of North America as a contested space. Your project will deal with some piece of this broad history, and may focus on social, gender, political, economic, military, or cultural history, or any other area you find compelling.

HIST211: Women in America Since 1880

TuTh 10:00-10:50 am and Discussion Section

Keane

Also offered as WMST211. Credit will be granted for only one of the following: HIST211 or WMST211. An examination of women's changing roles in working class and middle class families, the effects of industrialization on women's economic activities and status, and women's involvement in political and social struggles including those for women's rights, birth control, and civil rights.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

HIST219B: Special Topics in History: Rebellious Women

TuTh 10:00-10:50 am and Discussion Section

Gullickson

Also offered as WMST298G.

This course examines British, French, and American women who rebelled against the laws and cultural ideas that restricted women in their era. It asks 1) why didn't these women just follow the rules, 2) how are we to account for their rebellion, 3) how have images and opinions about them changed over time, 4) what were the consequences of their rebellions for themselves and for society, and 5) would we consider them rebellious today? The rebellious women we will study include women who wanted to be doctors, women who opposed slavery, women in the French Revolution, women who wanted the right to vote (the British suffragettes and American suffragists), women who wanted to be ministers and rabbis, women who participated in the American Civil Rights movement, women scientists, women who were sexual rebels and who worked for sexual liberation, and twentieth-century feminists.

HIST219C: Special Topics in History: Terrorism in the 20th and 21st Century

MW 7:35-8:50

Smead

Restricted to Young Scholars students. Enrollment by Office of Extended Studies permission only.

HIST219Q: Special Topics in History: American Social Violence

MW 2:00-3:15 pm

Smead

HIST221: Asian American History

MW 9:00-9:50 am and Discussion Section

Mar

Formerly: HIST219M and HIST219G. Also offered as AAST201. Credit will be granted for only one of the following: AAST201, HIST219G, HIST219M, or HIST221.

Introduction to the history of Asian Americans in the United States and the Americas and to the field of Asian American Studies, from an interdisciplinary perspective. Topics include theories of race and ethnicity; Asian migration and diaspora to the Americas; Asian American work and labor issues; gender, family, and communities; nationalism and nativism, and anti-Asian movements; Asian Americans in World War II, the Cold War, and the issues in the civil rights & post-civil rights era.

CORE Social or Political History (SH)

HIST225: Modern Military History, 1815-Present

MW 9:00-9:50 am and Discussion Section

Sumida

The military history of Europe through an examination of the economic, financial, strategic, tactical, and technological aspects of the development of military institutions and warfare from the Congress of Vienna in 1815 to the present.

CORE Social or Political History (SH) Course.

HIST233: Empire! The British Imperial Experience 1558-1997

TuTh 11:00-11:50 am and Discussion Section

Rush

Credit will be granted for only one of the following: HIST219P or HIST233. Formerly HIST219P. This course examines the British Empire from its origins in Elizabethan England to its symbolic end when Britain returned Hong Kong to the Chinese in 1997. With an emphasis on encounter and migration (of people, goods and ideas) we will consider how the countless men and women involved in the empire story - from merchants to pirates, slaves to missionaries, soldiers to settlers, nannies to nationalists - profoundly changed Britain and the wider world. The course deals with the workings of British colonization (and de-colonization) in the Caribbean, Australia, the Mediterranean, South Asia, North America, the Middle East, Ireland and Britain itself. Topics addressed include (but are not limited to) slavery and captivity, sea power, identity, trade and settlement, liberty and civil rights, humanitarianism and violence.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course

HIST236: History of Britain 1688 to Present

MW 9:00-10:15 am

Taddeo

British history from the Glorious Revolution of 1688 to the present. The revolution of 1688; the structure of 18th-century society and politics; economic and social change in the industrial revolution; 19th and 20th-century political and social reform; imperialism; the impact of the First and Second World Wars on British society.

CORE Distributive Studies, Social or Political History

HIST240: Europe in the Twentieth Century

TuTh 11:00-11:50 am and Discussion Section

Lampe

Not open to students who have completed HIST337. Credit will be granted for only one of the following: HIST240 or HIST337. Formerly HIST337. This course examines Europe's twentieth century with particular attention to the connection between domestic and international politics and ideas, economic developments, cultural and social currents. Topics include the collapse and then revival of liberal democracies and market economies; the causes, nature and consequences of the two World Wars and the Cold

War; radicalization of European politics and the rise of totalitarian ideologies, movements and regimes; the Russian Revolution and the Soviet Union in the eras Lenin and Stalin; responses to economic and cultural modernization; the Great Depression and its consequences; Nazi Germany, World War II and the Holocaust; justice, memory and myth in Western and Eastern Europe after World War II; the Soviet bloc and the Western Alliance during the Cold War; Western economic recovery and political consensus; movements of reform and dissent East and West; 1989, the collapse of Communism and German unification; the Balkan Wars of the 1990s; economic and political challenges and prospects for the European Union; Europe's differing lessons of the twentieth century in the age of terrorism.

CORE Social or Political History (SH) Course.

HIST251: Latin American History II

TuTh 12:00-12:50 pm and Discussion Section

Williams

HIST 251 is an introductory survey of the history of Latin America from the era of independence (c. 1800-1825) through the early 1980s. The course explores the historical evolution of the political economy and the political culture of Spanish and Portuguese America, paying close attention to selected historical figures, trends, concepts, and events that help shape our understanding of modern Latin America. Recurrent themes to be discussed include colonialism and independence, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and interamerican relations.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

HIST283: History of the Jewish People II

MW 9:00-9:50 am and Discussion Section

Manekin

Credit will be granted for only one of the following: HIST283, HIST283H, JWST235, or JWST235H. Political, economic, social and cultural development within Jewish history from the end of Middle Ages to the present. Special attention to twentieth century developments including the Nazi holocaust and its aftermath, the Zionist movement and the creation of the State of Israel; rise of the contemporary American Jewish community. Also offered as JWST235.

CORE Social or Political History (SH) CORE Diversity (D) Course

HIST283H: History of the Jewish People II

MW 9:00-9:50 am, Tu 9:30-10:20 am

Manekin

Credit will be granted for only one of the following: HIST283, HIST283H, JWST235, or JWST235H. Also offered as JWST235H.

Jewish history from the late Middle Ages to the present. Focus on the nature of the traditional Jewish community and its relationship to the state and society in Europe and on the forces which led to the emancipation, assimilation, and integration of the Jews into European society in the 18th, 19th, and 20th centuries. Attention to social, cultural, and religious changes in modernity, and to the creation of new movements like Zionism.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

HIST285: East Asian Civilization II

MW 1:00-1:50 pm and Discussion Section

Gao

A survey of the historical development of modern Asia since 1800. Primarily focuses on East Asian responses to sustained internal crises, the equally sustained quests for resolution, and the divergent paths along which their quests carried them. A secondary focus is the nineteenth-century convergence of Asian crises and Western "intrusion" and how the convergence complicated Asians' search for solutions. Finally, the course moves to discussion of changing roles of the East Asian countries in the contemporary world.

HIST289E: Pursuits of Happiness: Ordinary Lives in the American Revolution

MW 1:00-1:50 pm and Discussion Section

Bell

What is happiness and how do we pursue it? In America before, during and after the Revolution, that simple question became a national obsession. Thomas Jefferson and the other famous founding fathers committed to the protection of private property and the restoration of traditional political liberties thought they knew. But what did happiness mean to ordinary people? What did happiness mean to soldiers, to midwives, to clerks, to smugglers, to shopkeepers, to shoemakers or to slaves – to the men and women, European, Indian and African, on whom the success or failure of the revolutionary movement would ultimately rest?

This I-Series course will challenge us to examine a familiar topic – the American Revolution – from an unfamiliar perspective. It seeks to shift our understanding of the causes, meanings and consequences of America's founding conflict by confronting us with the textual traces left by ordinary people. It invites us to discover how the people at the bottom of society understood convenient catchwords like liberty, tyranny, democracy, and revolution, and challenges us to develop the quantitative, analytical and interpretive skills that practicing historians use daily.

HIST289G: The Practice of Tolerance in Religious Societies

TuTh 2:00-2:50 and Discussion Section

Cooperman

Also offered as RELS289T.

HIST289I: Looking at America through a Global Lens

MW 12:00-12:50 pm and Discussion Section

Giovacchini

“America is powerful and original; America is violent and abominable. We should not seek to deny either of these aspects, nor reconcile them.”

Writing these words in the 1980s French philosopher and sociologist Jean Baudrillard was trying to make sense of the ambivalence that the French, and the entire world, had felt toward the United States since their founding. Baudrillard attempted to make this unsolved dualism, the center of his interpretation of America. Dichotomies, contradictions, oxymora were the vital core of America and could not be marginalized, or simplistically avoided. America was not a supermarket where one could pick up the last record by Bob Dylan while ignoring the foreign or domestic policy of Richard Nixon. America had to be understood as a functioning whole made of contradictory parts, or not understood at all.

Baudrillard was just one in a long line of philosophers, artists, novelists, travelers and historians who had tried to make sense of America. Since their founding, the United States have been involved in an intense social, economic, but also cultural exchange with the world. The nature of this exchange has evolved across time. With the exception of coerced and voluntary migrants, in the early 19th century relatively few of those who had not been born there had a direct experience of the United States. For those who cared about this land, America was a “vision” something that could perhaps be used as a starting point to make broader ones, perhaps about the direction and development of democracy. By the end of World War II, U.S. influence had grown more concrete and far-reaching, and the debates about America had become more intense and more urgent. All over the world, many felt the economic, cultural, and social impact of the United States – what historians Charles Bright and Michael Geyer call “off-shore America” -- in their own lives. Many also saw the United States as the embodiment of what their own societies were to become. For some this was an enticing possibility, for others it was an ominous prospect.

Divided into seven, two-week. segments and a concluding week of discussion, this course means, at one level, to explore two of the key terms of contemporary public discourse: Americanism and anti-Americanism. **Looking at America** will focus on a thematic approach to the study of foreign -- negative and positive -- perceptions of America. My goal is to encourage students’ critical thinking rather than to achieve an exhaustive treatment of this complex subject. Thus, in the segments titled “America as Woman,” “America as Man,” “America as Modernity,” “America as Mass Culture” we shall look at some of the various embodiments of America in the imaginary of people living outside of it.

The structure of this course will perforce be interdisciplinary. Students will be asked to peruse a set of secondary readings produced by historians as well as cultural critics alongside a set of primary sources that will include novels, music, art and film.

At a second level, this course wants to use the act of “looking at America” as a case study to explore the way we “look” at other peoples and nations. What does “judging another nation” really mean and entail? How can we collapse a nation and a people into a single image or even a complex theorization? This part of the course will, in some sense, turn the tables, encouraging the students to examine their own way of “looking at” other, non US, peoples and nations. For example, is there an American Europeanism or anti-Europeanism? My hope is to use the case of Americanism and anti anti-Americanism to show the students how we know, or we think we know, other peoples and other nations. The segments “Points of View”, “Through a Glass Darkly,” and “Europeanism and Anti-Europeanism” mean to address these questions.

HIST289J: History of the American Dream
MW 9:00-9:50 am and Discussion Section

Ross

HIST299: Directed Research; (1-3 credits)

Individual Instruction course: contact department or instructor to obtain section number.

HIST306: History of Religion in America.

TuTh 12:30-1:45 pm

Bradbury

Prerequisite: HIST156, HIST157, HIST210, HIST211, HIST213, HIST216, HIST254, or HIST255; or permission of instructor. A history of religion, religious movements, and churches in America from the early Colonial period to the present, with special attention to the relation between church and society.

HIST319N: Special Topics in History: A Modern History of Korea

TuTh 2:00-3:15 pm

Lilley

CORE Diversity (D) Course.

HIST326: The Roman Republic

TuTh 11:00-12:15 pm

Eckstein

Prerequisite: HIST110 or HIST111; or permission of instructor. Ancient Rome 753-44 B.C., from its founding to the assassination of Julius Caesar. Rome's conquest of the Mediterranean world, the social and political forces which brought it about, and the consequent transformation and decline of the republic.

HIST327: The Roman Empire

MW 1:00-2:15 pm

Holum

The Roman Principate from Augustus to Constantine, 44BC-AD337: The imperial court and government; the diversity of culture in the provinces and how the provincials became Roman; the Roman religion; Roman cities across the Empire; the Roman army and defense of the frontiers.

HIST329V: Special Topics in History: The Family in American Life, 1600-1980

MW 11:00 am-12:15 pm

Adelman

This course integrates social, cultural, and intellectual history to explore the changing place of the family in American life. It traces the composition and roles of the family through American history, with particular attention to the material conditions of domestic life and their variations by period, region, class, and ethnicity. Equal emphasis is given to the cultural and intellectual weight of the idea of the family and its constituent members, exploring how the idea of the family and the "proper" ordering of its members has contributed to cultural understandings of masculinity and femininity, childhood and adulthood, and even citizenship.

HIST329X: Special Topics in History: Mobility in History: Planes, Trains, and Automobiles

MW 9:30-10:45 am

Zeller

The way different societies and individuals have imagined, shaped, used, and understood different modes of transportation is the subject of this class. Through lectures, in-class discussions, and writing assignment, students will be able to gain a historically grounded perspective on walking, hiking, bicycling, and moving in or on ships, trains, cars, and airplanes. The goal of the class is to understand how mobility reflected society and culture

in history. Most case studies involve countries in Europe and North America. No engineering knowledge is required.

HIST333: The European Reformations

MW 1:00-2:15 pm

Villani

Prerequisite: HIST111, HIST112, or permission of instructor. Examination of developments in European religion between 1450 and 1700; the late-medieval Church and its critics; rise of Protestant thought in Germany and its spread throughout Europe; reform efforts in the Catholic Church; religious wars and violence and their impact on state and society; consequences of religious reform in society and its impact on the family and women.

HIST340: Nationalism and Communism in Eastern Europe

TuTh 3:30-4:45 pm

Lampe

National states, ethnic conflict and communist parties across the 20th century, including the collapse of the Soviet bloc regimes and the break-up of Yugoslavia.

HIST357: Recent America: 1945-Present

TuTh 12:30-1:45 pm

Keane

Prerequisite: HIST157, HIST211, HIST213, HIST222, HIST255, HIST265, or HIST275; or permission of instructor. American history from the inauguration of Harry S. Truman to the present with emphasis upon politics and foreign relations, but with consideration of special topics such as radicalism, conservatism, and labor.

HIST360: Women and the Civil Rights Movement

TuTh 12:30-1:45 pm

Barkley

Brown

Twentieth century U.S. civil rights movement from the vantage point of women, considering both women's involvement in the legal campaigns and political protests and the impact of civil rights struggles on women's condition, status, and identity. Also offered as AASP498I and WMST498V.

HIST371: Jews and Judaism in Antiquity II: First through Seventh Century

TuTh 9:30-10:45 am

Lapin

Recommended: HIST370. Also offered as JWST326. Credit will be granted for only one of the following: HIST371 or JWST326. Political, social, and religious history of the Jews from the destruction of the Jerusalem Temple in 70 CE to the Muslim conquests. Special attention to the political transformation of Judaism under late Roman Christianity, and the rise of the Rabbinic movement.

HIST386: Experiential Learning; (3-6 credits)

Individual Instruction course: contact department or instructor to obtain section number. *Prerequisite: permission of department. Junior standing.* The History Department's Internship program. Pre-professional experience in historical research, analysis and writing in a variety of work settings.

HIST396: Honors Colloquium II

M 11:00 am-1:00 pm

Sutherland

Prerequisite: HIST395 or permission of department. For HIST majors only. Uses a seminar approach to examine a major problem of historical interpretation across two or more diverse cultures in different periods. Topics vary and include: religion and society, the city in history, gender, slavery and emancipation, and modernization.

HIST398: Honors Thesis

W 10:00 am-12:00 pm

Soergel

Prerequisite: permission of department.

HIST404: History of Modern Biology

TuTh 9:00-10:45 am

Parascandola

This course deals with the development of biology in the 19th and 20th centuries. The course focuses on three themes: evolution; genetics; and molecular biology and biomedical science. Social and cultural issues related to these scientific fields (e.g., creationism versus evolution, eugenics, genetic engineering) will also be discussed. Readings include both primary and secondary historical sources, including Edward Larson's "Evolution: The Remarkable History of a Scientific Theory" and James Watson's "The Double Helix." This course is appropriate for history majors with an interest in the history of science, biology and related science majors, science journalists, and biology teachers. The 400 level is especially appropriate to satisfy the CORE Advanced Studies requirement for science majors.

Registration is restricted to Shady Grove Biological Sciences students. Permission is required for UMCP students to enroll in Shady Grove classes. Please email stanton3@umd.edu for permission.

HIST405: Environmental History

TuTh 9:30-10:45 am

Friedel

This course introduces one of the most exciting and active fields in history, exploring the interactions between humans and their natural environment. Beginning with a look at the biological and geophysical conditions of human existence and development, the course will quickly survey some of the writings on the environmental impact of early cultures, both Western and non-Western. The focus will then shift to the Western experience, with most of the emphasis in the latter part of the course on the United States. Issues will include the interaction between technology and the environmental effects of agriculture, industry, and urbanization; the development of environmental ethics; and the shifting elements of the public debate over environmental rights and responsibilities.

HIST408C: Senior Seminar: The Construction of Jewish Knowledge

Th 10:00 am-12:00 pm

Cooperman

Prerequisite: permission of department.

This course asks two kinds of questions. The first, and most important in terms of your research deals with what Jews mean when they say that they "know" something. What

may appear a simple and straightforward statement is, in fact, a very complex claim that is based on intertwined epistemological, historical, and sociological assumptions and multiple constructions of meaning. The second kind of question in this course is more general: what is knowledge *per se* and how is it socially organized? This broader issue is not one we will explore systematically, but it is always implied in our discussion.

In addition to preparing for class discussion, presenting assigned topics to the class, and completing four short written assignments, students are required to write a longer research paper (approximately 15–20 pages including bibliography and footnotes) exploring a theme linked to the class topic.

HIST408I: Senior Seminar: The Worlds of Benjamin Franklin

M 9:00-11:00 am

Bell

Who was Benjamin Franklin? His mock-epitaph of 1728 compared him to the object he would for a long time produce and consume: a book. But does this mean we can ‘read him like a book’? Or do his life and career hold as many unanswered as answered questions? His life (1706-1790) spanned most of the eighteenth century, making his incredibly varied accomplishments a superb measure of the cultural and historic changes in this era: Franklin participated in the increasing refinement of early American culture, the expansion of transatlantic commerce (including the slave trade), the spread of the ‘new science,’ the redefinitions of civility and public life, the imperial wars that divided and re-divided North America, the American Revolution and creation of the United States, and the early antislavery movement. To a remarkable extent, Franklin witnessed and created the world that seems familiar to us now. Moreover, he began his life at a modest level but then ended it as the most famous American of his day, his self-made manhood making him an excellent case study of the differences between ordinary and extraordinary lives, typical and atypical experiences, common and elite cultures.

This course will analyze some of the multiple lives that Franklin led during the eighteenth century. In so doing, we will gain greater comprehension of Franklin and of the worlds in which he lived: colonial America, the British Empire, the independent United States; books, science, popular culture, war, personal and civic improvement – and many others.

HIST408J: Senior Seminar: The Modern Babylon: A Cultural History of 19th Century London

M 11:00 am-1:00 pm

Taddeo

Core Capstone (CS) Course. Prerequisite: Permission of Department. HIST majors only. This course will use a variety of primary and secondary sources to explore 19th century London. More than a backdrop, the city is its own character, often described as a “modern Babylon”-- dangerous yet irresistibly exciting. We will examine the urban scene as the site of distinctly gendered spaces, including its interiors as well as exteriors, from parlors to sewers, from the East End to the West End. Along the way, we’ll meet prostitutes, lady shoppers, the Queen, criminals, radical activists, and the urban anthropologists, novelists, and journalists transfixed by the city’s inhabitants. Some of the issues to be addressed include the policing of urban sexuality, the social impact of liberal

reform legislation, class, gender, and race relations within the city, and the cultural relationship between London and the British Empire. This is a readings seminar.

HIST408L: Senior Seminar: Empire and Nationalism in Russia

W 10:00 am-12:00 pm

Dolbilov

This class discusses uninterrupted processes of empire-building under the Romanov dynasty's rule from Peter the Great (r. 1682-1725) to the First World War from the angle of the Russian empire's multiethnic and multiconfessional composition. Formative of the course is the urge to differentiate between the political, cultural and ideological frameworks of the Russian imperial state and those of a nation-state and to show a shifting character of the empire's center-periphery balance. This approach should enable us to discern and criticize persistent (especially in the post-Soviet states) elements of the nation-centered and teleological history narrative depicting pre-nationalist phenomena through the lenses of a later or today's nation(s).

We will be exploring the key and, paradoxically, central place of the imperial western, southern, and eastern borderlands in political, administrative, spatial and representational structures of the empire. Of our primary interest are diverse roles the borderlands played in the empire's workings. They can be viewed as laboratories of imperial statesmanship; experimental sites for reform; arenas of bitter clashes between competing national projects; zones of experience shared with the neighboring continental empires – Habsburg, Hohenzollern, Ottoman.

Why did Polish lands stand out as the most troublesome of all the borderland regions? Was the “Russian” Central Asia a kind of colony, not unlike India for Britain or Algeria for France? Could Russia be imagined as an empire without Siberia? What visions and considerations plunged 19th century Russia into an exhaustive war in the North Caucasus? These and similar questions will be thoroughly addressed in our discussions

HIST408O: Senior Seminar: Life Histories of African Women

Tu 11:00 am-1:00 pm

Jones

Examines the role of women in the history of Africa; particularly transformations in gender roles in Africa under the period of formal colonial rule by European nations (1880-1990). It investigates the genre of life histories of African women and considers the evolution of the study of African women's history since 1970. This is a capstone course for history majors. Students will be evaluate by examinations (including oral presentations) and by completing a research paper on a topic related to African women's history or a series of papers examining scholarship by historians on African women.

HIST408P: Senior Seminar: Imperialism and Literature

W 1:00-3:00 pm

Eckstein

HIST408R: Senior Seminar: Orientalist Visions, Middle Eastern Realities

Th 2:00-4:00 pm

Zilfi

HIST408V: Senior Seminar: Immigration and Ethnicity in the United States

M 2:00-4:00 pm

Mar

HIST408X: Senior Seminar: Comparative History: Crime and Punishment, an International Debate

W 10:00 am-12:00 pm

Staff

HIST415: History of European Ideas II

TuTh 9:30-10:45 am

Herf

Prerequisite: HIST113 or HIST240; or permission of instructor. Prerequisite: Hist 113 or 240; or permission of instructor

This course examines a range of intellectuals whose work was and is considered influential and who wrote and spoke about political questions in the twentieth century. The term “intellectual” refers to those who lend meaning and interpretation to the world. The course focuses on their role in and views about the radicalization of politics to right and left following World War I; emergence of fascism, Communism and National Socialism and the defeat of the democracies; intellectual life under the dictators; anti-fascism; intellectuals and ideologues in the Second World War and the Holocaust; the revival of political and economic liberalism, Social Democracy and Christian Democracy after 1945; Communism and anti-Communism in the Cold War; feminist theory after World War II; memory and politics after 1945; the 1960s in West and East Europe; the revolutions of 1989, and the collapse of European Communism. While our focus will be on developments within and between Europeans, we will also pay attention to the transnational and international flow of ideas and ideologies to and from Europe. In particular, we will examine the intersection of Nazism and Islamism during World War II; Westernization and the Atlantic alliance as well as expressions of anti-Americanism; debates over colonialism, anti-colonialism and decolonization; and debates about the Middle East, Zionism and anti-Semitism since 1967. The course examines currents in Austria, Britain, France, Germany, Italy, Poland, Czechoslovakia, Hungary and the Soviet Union.

HIST416: History of Slavery and the Slave Trade in Africa

TuTh 2:00-3:15 pm

Jones

Credit will be granted for only one of the following: HIST416 or HIST419Y. Formerly HIST419Y. Examines the history and impact of the slave trade on African states, societies, and economies. Investigates the meaning of slavery in Africa, the local uses of slavery there and Africa's connections to the Trans-Saharan, Red Sea and Trans-Atlantic slave trades.

HIST419D: Special Topics in History: Islam in Europe

TuTh 9:30-10:45 am

Zilfi

The course looks at the historical experiences and impacts of the Muslim presence in Eastern and Western Europe before and since the mass migrations of the twentieth century. The course introduces conceptual and practical issues in Islam-Europe studies, and then considers the varied and complex relationships of historical and contemporary Muslim communities and immigrant groups to their European political and civilization environment. Although the course begins with an examination of Muslims in Eastern

Europe in the era of the Islamic Ottoman Empire, the focus is on the twentieth century, Western Europe, and Muslims as non-governing minorities. Readings and discussions encourage students to understand the ethnic, cultural, and experiential diversity of Europe's Muslim populations, the nation-specific responses to their presence, and the multiplicity of accommodations, conflicts, and trends in the meeting between Muslim populations and European states and societies.

HIST419F: Special Topics in History: Topics in Rabbinic Law: Readings in Rabbinic Hebrew

Tu 3:30-6:00 pm

Lapin

Also offered as JWST469F. Prerequisite: HEBR313 or permission of department.

HIST419L: Special Topics in History: Gendering Modern Japanese History

TuTh 2:00-3:15 pm

Mayo

HIST419Q: Special Topics in History: Jews of Eastern Europe, 1580-1939

MW 2:00-3:15 pm

Manekin

We will discuss different aspects of the history, culture, politics and religious life of the Jews in Eastern Europe from the 17th century to the eve of the Holocaust. The course will also discuss some of the myths connected with Jewish life in Eastern Europe as evident in literature and the cinema. The readings for the class include secondary sources as well as primary sources, such as government laws and statutes, political declarations, ideological manifestos, memoirs, and literary works.

HIST419Z: Special Topics in History: US-East Asia Relations from Pearl Harbor to Vietnam

TuTh 3:30-4:45 pm

Zhang

A special topic lecture/research class for history seniors. Aiming to probe into the insights of how Washington perceived threats, defined security interests, formulated strategies, and evaluated actual policies toward East Asia (China, Japan and Korea) during the Cold War period. Consisting of lectures and archival research.

HIST425: Imperial Russia

MW 2:00-3:15 pm

Dolbilov

This class covers the period from the late 17th to the early 20th century. We will be exploring the transformation of old Muscovy into a young imperial state under the westernizing rule of Peter the Great; further achievements and failures in its west-, south- and eastward expansion and in staking claims to the status of great European power; the autocracy's reformist undertakings and their impact on the society. Last but not least, we will turn to the early 20th century revolutionary outbursts that eventually led up to the collapse of the Romanov dynasty and its multiethnic empire in the (ill-)famous revolution of 1917.

To help us capture the driving forces behind this dizzying evolution, the course's focus will be on the intersection of political processes, social developments, and cultural perceptions. This enables us to see the history of imperial Russia as a story of diversity and fluidity that has been often presented in the guise of homogeneity and rigid

hierarchy. We will look at the landmarks of Russian imperial history through the prism of many overlapping oppositions. They include imperial megalomanias vs. a tenacious inferiority complex about the West; the autocratic political order vs. dramatic undergovernment at a grass roots level; an emerging project of nation-state vs. pre-modern patrimonial legacies; the legal chasm between nobles and peasants vs. porous borders between the estates and a relatively high social mobility; the flowering “elite” culture vs. mass illiteracy among the lower classes; etc.

In different contexts, a great share of our attention will be devoted to the logic and motives of individual actors, be they, say, Russian officials, Polish landlords, Jewish merchants, or Ukrainian peasants. We will be reading both secondary literature and primary sources, including memoirs and Russian literary classics (Turgenev, Tolstoy). The latter should serve not only as glimpses into daily life of people of the past, but also as impetus to our reflections on how belles-lettres might have contributed to shaping political-social discourses and practices

HIST428A: Selected Topics in History: Chinese Cities and Frontiers

MW 11:00 am-12:15 pm

Gao

A survey of the Chinese urban development as a process of city-building and frontier exploration. It will discuss issues of modernity, identity, ethnicity, community formation, and gendered experiences in urban settings. The course is topically organized and through case studies of major capital, industrial, tourist, interior, and frontier cities. The emphasis is on the twentieth century but some discussion will trace back to traditional China.

HIST428R: Selected Topics in History: Transition to Islam: From the Ancient to the Medieval Muslim World

MW 9:00-10:15 am

Borrut

This course focuses on the conditions of emergence and the subsequent elaboration of Islam from the 6th century CE to the ‘classical’ Abbasid period (9-10th c.). The question of the appearance of Islam in a Late Antique context will be particularly scrutinized, as well as the making of a discrete Muslim identity.

Specific topics include: Arabia and the Arabs before Islam; Late Antique Near East; The Prophet Muhammad; Qur’an and Hadith; The Rise of Islam; The Islamic Caliphate; Elites old and new; Art and the élite; Modern Approaches of Early Islam

A particular attention will be granted to at least two fundamental skills of historical inquiry: the analysis of primary sources (in translation), and the evaluation and critique of secondary scholarship.

HIST429I: Special Topics in History: Elizabeth I of England and Mary Queen of Scots: Between Propaganda and Myth

MW 11:00 am-12:15 pm

Villani

In this course we will study both the propaganda strategies developed during their reigns in shaping their images and the literary and artistic representations that after their deaths

transfigured their vicissitudes in dozens of portraits, poems, dramas, musical operas, novels and movies. We will also seek to investigate the different narrative codes utilized in these fictionalized narratives

Starting from these two case studies the wider theoretical aim of the course will be to analyze and interrogate the relationship between historical events and fictionalized narrations and the impact that these narratives have in shaping the idea of the past among different publics in different times.

HIST429M: Special Topics in History: History and Memory in Medieval Islam

M 1:00-3:00 pm

Borrut

Prerequisite: HIST120, HIST314, HIST390, HIST391, HIST392, HIST491, or HIST497; or permission of instructor.

Islam was born in the early 7th century CE but our knowledge of the first centuries of Islam is largely dependant upon Muslim narrative sources composed from the late 9th century onward. This course focuses on historical writing in the medieval Islamic world. How did the Muslims of the ‘classical’ period (9th-10th c.) define their relationship with the Islamic past, between history and memory? How did they build an agreed upon version of this past? Why were the effects of this construction so broad and long-lasting, determining in a fundamental way the access that all future generations (including us) would have to “alternative pasts”?

Specific topics include: History and memory; Quran and history; Modern historiographical approaches of the problem; Oral and written transmission; Sacred tradition vs. history; the Abbasid making of the past; Historians at work; the use of Non-Muslim sources; Comparative historiography; History and society.

HIST431: Stuart England

TuTh 2:00-3:15 pm

Baron

This class examines the history of England from the accession of King James I (1603) to the death of Queen Anne, the last of the Stuart monarchs in 1714. This period witnessed a series of political upheavals, ideological developments, social changes, and economic transformations that are crucial to understanding how the modern world came into being. Many ideas and values that now reign supreme in the Anglo-American world – including representative democracy, popular political sovereignty and religious toleration – first emerged in the crucible of seventeenth century English society. In addition, by the end of the period, England was well along the path towards a modern market economy, paving the way both for the “industrial revolution” and for later English colonial/military domination. All of these changes and processes will be examined in detail over the course of this semester.

HIST442: Twentieth-Century Russia

TuTh 11:00 am-12:15 pm

David-Fox

This course considers the entire lifetime of the Soviet Union, from its revolutionary birth in 1917 to its sudden breakup in 1991. Those seven decades of communist rule that had such a decisive effect on the twentieth century will be considered from various analytical

angles and on the basis of a variety of historical materials. Major themes of the course include the dynamics of the Russian Revolution; political, social and cultural dimensions to the upheaval; the ideologies and practices of Leninism, Stalinism, and Soviet communism; non-Russians and nationalities policy; cycles of reform in the post-Stalinist system from Khrushchev to Gorbachev. The course closes by considering the great debate over why and how the system collapsed and the legacy of the experience for the region's new regimes.

HIST455: Constitutional History of the United States: Since 1860

MW 2:00-3:15 pm

Ross

The purpose of this course is to introduce you to main ideas in American legal history from the Civil War through the 1980s. Unlike a constitutional law course, this class will focus on both how law shaped and was shaped by the larger historical context. Often Americans take their legal system for granted and do not question how or why it became the system it is today. In this class we will discuss the ways in which American law evolved over time and the factors that caused that evolution. Key questions we will ask include: Who has benefited from American law? Have any groups—rich or poor, black or white, male or female—benefited disproportionately from our legal system? Has American law been unfairly skewed in favor of businesses and property holders or has it been crucial to the nation's economic success? Has American law shaped or been shaped by historical events? Which civil liberties have been important to U.S. citizens and why? And were those civil liberties protected during the period between the Civil War and today?

HIST461: Blacks in American Life: 1865 to Present

TuTh 9:30-10:45 am

Moss

Prerequisite: HIST157, HIST210, HIST211, HIST222, HIST254, HIST255, HIST265, or HIST275; or permission of instructor. The role of the Black in America since slavery, with emphasis on 20th-century developments: migration from farm to city; growth of the civil rights movement; the race question as a national problem.

CORE Diversity (D) Course.

HIST471: History of Brazil

TuTh 2:00-3:15 pm

Williams

Prerequisite: HIST250, HIST251, LASC234, or LASC235; or permission of instructor.

HIST 471 examines the history of Brazil from the transfer of the Portuguese Court in 1808 through the military dictatorship of 1964-1985. Our primary focus will be the historical evolution of the Brazilian state, the changing definitions of a Brazilian "national" culture, and the conundrums of wealth and poverty in a "developing" economy. Recurrent themes include political organization and participation, liberalism, (under)development, nationalism, authoritarianism and redemocratization, slavery and emancipation, social organization and stratification, cultural production, race relations, gender politics, and regionalism. Throughout the course, our goal is to make the connections between political economy, political culture, and identity politics to formulate historically-sensitive interpretations of modern Brazilian culture and society.

HIST483: History of Japan Since 1800

TuTh 11:00 am-12:15 pm

Mayo

A survey of major events, ideas, persons, issues and institutions in Japan's modernization and challenge to Western global dominance, 1850s to the near present, with an emphasis on the 20th century. Lectures, discussions, readings, films, and websites will be used to examine a wide variety of themes: the collapse of the regime of Tokugawa shoguns in 1868; legacy of the Meiji Restoration/Renovation; Japan's emergence as a nation state and industrial society; family-state ideology; modern warfare and empire; new urban working and middle classes; elite and popular cultures; diasporas to colonies, Hawaii, and the Americas; militarism, total war, and war crimes; defeat and the fire and atomic bomb experience; war crimes and war responsibility; the Allied Occupation and reconstruction; post-Occupation security and pacifism; transformation into a high technology post-modern global society; and questions of gender, race, ethnicity, and human rights. We will end with a brief look at social, cultural, economic and security issues during the post-Cold war era of the 1990s and Japan's response to post 9-11 global terrorism. There will be special emphasis on the Asia/Pacific War, 1937-1945 and war responsibility, followed by the Allied Occupation, Japan's role in the Cold War, memories of war in post 1945 U.S.-Japan relations, and current debates over revision of Japan's 1947 constitution

HIST493: Victorian Women in England, France, and the United States

TuTh 2:00-3:15 pm

Gullickson

Also offered as WMST453. Credit will be granted for only one of the following: HIST493 or WMST453. This course examines British, French, and American women's lives during the reign of Queen Victoria (1837-1901), one of very few women for whom an era is named. It compares the experiences of aristocratic (including Victoria), bourgeois, and working-class women; examines men's and women's ideas about women; and looks at some of the ways in which women rebelled against the restrictions they faced. Topics include childhood, education, religion, courtship, marriage, motherhood, friendship, jobs, sexuality, political activism, prostitution, and murderesses. Organized as a seminar, students will read and discuss women's diaries, letters, and autobiographies; Victorian novels; etiquette manuals; debates about women's rights; and historians' views of this era.

HIST499: Independent Study

Individual Instruction course: contact department or instructor to obtain section number.