Spring 2014 Course Descriptions

**Attention:** This schedule is subject to change. Before registering for classes, check the on-line schedule of classes to confirm course numbers, times, and availability. The History Department **does** enforce prerequisite requirements. Please take note that many upper-level history courses have prerequisites. If you have not met the prerequisite, you may be dropped from the course.

**HIST111: The Medieval World**

TBA

The development of Europe in the Middle Ages; the role of religious values in shaping new social, economic, and political institutions; medieval literature, art and architecture.

**HIST 131: The history of the American Dream**

M. Ross

An introduction to the way Americans thought of themselves in the past, and their often conflicting visions of what constituted the American Dream. Central questions will include whether or not Americans have always envisioned their country as a land of equality, opportunity, democracy, and freedom and whether or not their ideas of what these values meant changed or remained the same over time.

**HIST 133: “God Wills It!” The Crusades in Medieval and Modern Perspectives**

TBA

An examination of the identities and convictions both of the Western Europeans who participated in the Crusades and of the Easterners (Muslim, Christian, and Jewish) whom they encountered in the Holy Land. Focuses on the era of the first four great Crusades, from about 1095 to 1215. Consideration of the cultural impact of these movements on both Western Europe and the Middle East.

**HIST135: Civil Discourse or Urban Riot: Why Cities Don’t (Often) Explode**

B. Cooperman

An examination of the mechanisms that promote peaceful co-existence in urban societies and a discussion of how and why city streets sometimes become violent.

**HIST 136: Moneyland: Business in American Culture**

D. Sicilia

Examines the interplay between America's stature as a business society and the public distrust of commerce, big business, and money.

**HIST142: Looking at America Through A Global Lens**

S. Giovacchini

Looking at America will focus on a thematic and chronological approach to the study of negative and positive -- European perceptions of America. My goal is to encourage students’ critical thinking rather than to achieve an exhaustive treatment of this complex subject.
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? Is this unavoidable? Is this unfair? Perhaps it is both. We shall discuss these questions. We shall also turn the tables, and encourage all of us to examine our 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-Americanism to show the students how we know, or we think we know, other peoples and other nations.

**HIST 200: Interpreting American History: Beginnings to 1877**

C. Larocco

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

**HIST 201: Interpreting American History: 1865 to present**

H. Smead

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.

**HIST 205: Environmental History**

T. Zeller

An exploration of the way different societies have used, imagined, and managed nature. Includes examination of questions of land use, pollution, conservation, and the ideology of nature, especially but not exclusively in Europe and North America.

**HIST 206: Introductions to the History of Technology**

R. Friedel

This course introduces students to the history of technology by addressing two central questions: How and why does technology change over time? What difference does it make in human life, culture, and society? The exploration begins with the emergence of social organization and ends in the late 20th century, with about half the course focusing on the last three centuries. The course focuses almost exclusively on the European and North American experience.

**HIST 208W: Research and Methods Seminar: Crisis, Conflict, Chaos, Rome in the First Century BCE**

W. Burghart

This course will introduce students to the basics of conceptualizing, researching, and writing an academic paper through an investigation of Rome in the first century BCE. It will cover the skills necessary to produce an academic research paper as well as follow the course of events that transformed Rome from an Italian city-state to an empire that spanned the Mediterranean.
HIST 208X: Research and Methods Seminar: History in the Archives: The Civil War in Maryland

The purpose of this seminar is to introduce students to the skills necessary to do historical research. Students will apply these skills by utilizing the Special Collections at Hornbake Library to research topics related to the Civil War in Maryland. Research topics will encompass a wide variety of historical themes including nineteenth century gender, sexuality, masculinity, power, violence, life on the homefront, wartime economics, military history, politics, slavery, and freedom. Throughout the semester, students will perform archival research, analyze sources, and craft an original research project that contributes to the existing body of historical literature.

C. Brennan

HIST 208Y: Research and Methods Seminar: Minorities in the Modern Middle East

The focus of the course is the modern history of Iraq and Syria from a minority perspective. Historically, both Iraq and Syria have had a significant presence of minority communities. The background of these minorities varies on the basis of their identification with the ruling state. Some minorities are political minorities, while others’ minority status is based on a combination of ethnic, religious, and linguistic factors. Students may explore colonial involvements in the region and 19th century Ottoman reforms, interactions between the state and minorities, or inter-communal relations.

A. Benjamen

HIST 208Z: Research and Methods Seminar: Nationalism in 19th and 20th Century Europe

This research and methods seminar examines the role of nationalism in shaping the events of Europe's 19th and 20th centuries. It will explore the competing theories developed by social scientists and historians which explain the origins and emergence of nationalism while also exploring the impact of nationalism on ideology, politics, and the actions of people and governments. In particular, it will address the differences in how nationalism manifested in Western Europe as opposed to Central and Eastern Europe and the way that extreme nationalism helped to motivate the conflicts of the early 20th century. This course will also look at the ways in which nationalism changed individuals' concept of the state and their connection to their governments and each other.

S. Moore

HIST 211: Love, Labor, and Citizenship

As HIST 211 opens in 2014, the U.S. Congress includes the largest group of women ever in its history. Twenty women now sit in the U.S. Senate and 78 in the House of Representatives. A woman, Susan Collins of Maine, spearheaded negotiations in the Senate that just reopened the U.S. government, and a woman, Nancy Pelosi of California, leads the Democratic minority in the House. During our semester, we will learn both how women have achieved this milestone in their political participation and why women still represent only 18.3% of the Congress.

More generally, HIST 211 asks how, since 1880, gender inequality has diminished or changed in women's love lives, work places, and political participation. Students will also investigate why, despite enormous change, gender inequality persists in 2013-14. We will read documents
that range from political manifestos to blues lyrics, from ads for contraception to memoirs of the civil rights struggle. Be there, or be square!

HIST 214: Rebellious Women

Beginning with Eve and continuing to today, women have rebelled against laws, rules, and cultural ideas that have told them what to think and how to behave. This course focuses primarily (but not exclusively) on rebellious women in western Europe and the United States, and asks a variety of questions about them: 1) what did they do, 2) why didn't they just follow the rules, 3) what did they want, 4) how have images and opinions about them changed over time, 5) what were the consequences of their rebellions for themselves and for society, and 6) would we consider them rebellious today? The women we study will include those who wanted to be doctors, who opposed slavery, who wanted the right to vote (British suffragettes and American suffragists), who wanted to be ministers and rabbis, who participated in the American Civil Rights movement, who were sexual rebels, who wanted to legalize birth control and abortion, who were twentieth-century feminists, and who continue to fight for women's and girls' right to an education, like Malala Yousafzai of Pakistan.

HIST 219W: Special Topics in History: Middle East and North Africa in the 20th Century

The 20th century was a period of worldwide dramatic changes unleashing unprecedented political and social dynamics. The Middle East and North Africa (MENA region) were drawn into the upheavals of world politics such as the two World Wars or the Cold War while trying to rid themselves of foreign dominance in a struggle for self-determination.

In Turkey and the Arab lands the downfall of Ottoman rule resulted in the loss of a political and cultural framework, but it also gave way to massive efforts for renewal. The cultural contact with the West and the promotion or rejection of what it offered played a dominant role in this process. We will look at the events that triggered change, and the reactions of the peoples who were affected by it. We will see that the answers to the challenges posed by Western dominance were not passive, but rather creative as they emerged out of the proper historical, cultural and socio-economic contexts. We will take a thematic-comparative approach to the subject. Embedded in a broad chronological order we will look at specific problems that emerged during the period of study (reform, nationalism, colonial experience, independence, models of governance, political violence, Islamism) and we will compare the different phenomena in different countries. The primary focus will be on the Arab lands.

HIST 222: Immigration and Ethnicity in America

Some of the most challenging policy questions today involve immigration and the future trajectory of the “New America” that immigrants are creating. Though historical perspectives, we will explore how the questions asked today about immigration are both old and new. We also will investigate immigration’s impacts on our community by conducting a class research project about immigrants and immigrant experiences at the University of Maryland. To that end, our course combines on hands on research with a survey of national immigration history of the United States. We especially explore controversies about belonging in America. As immigrants repeatedly “remake” the United States society, the question of what to do about “New Americas”
created by immigration often arises. We will delve into the histories of cultures, policies, and laws that attempt to define “Who and what is an American?” and “What kind of nation of immigrants is most desirable?”

**HIST 225: Modern Military History, 1815 to present**
J. 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.

**HIST 235: History of Britain 1461 to 1714**
Baron

This course considers questions vital to late-medieval and early modern monarchies such as succession of minors and women and the competency of monarchs; it also tracks regime change through ordinary succession, usurpation, incapacity, and military conquest. The course also considers English politics and culture through the periods of the European Renaissance and the Protestant Reformation. It highlights the Tudor and Stuart Dynasties from the accession of Henry VII to the death of Queen Anne. The seventeenth century as a century of crisis is also investigated through the financial difficulties of the crown, religious controversy, and the growing tensions between crown and parliament. The Civil Wars at mid-seventeenth century are studied along with the so-called Glorious Revolution at the end of the century. The course also considers the roots and growth of empire and the capitalist state, as well as the body of political thought that made these changes and transitions possible and indeed, unavoidable. It considers also England’s role in the European wars of the early eighteenth century and the Agricultural Revolution which paved the way for industrial revolution. While Henry VII ruled over a kingdom that was medieval, Queen Anne saw England, indeed Britain, into the modern age.

**HIST 236: History of Britain 1688 to present**
J. 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.

**HIST 251: Latin America Since Independence**
A Dillingham

Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) through the early 1980s. Major themes include independence and sovereignty, postcolonialism and neocolonialism, 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 inter-American relations.

**HIST 266: The United States in World Affairs**
R. Chiles
A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

**HIST 283: History of the Jewish People II**

Manekin

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.

**HIST 283H: History of the Jewish People II**

Manekin

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.

**HIST285: East Asian Civilization II**

J. Gao

A survey of the historical development of modern Asia since 1700. Primarily concerned with the efforts of East Asians to preserve their traditional cultures in the face of Western expansion in the 18th and 19th centuries, and their attempts to survive as nations in the 20th century.

**HIST 289L: Comparative History of Crime and Punishment**

H. Brewer

This course will explore the transformation of crime and punishment in England, France, and America over five centuries. In doing so, it will focus on the connections between forms of government, cultural norms, and punishment. How do ideas about government and its rightful exercise connect to which actions are deemed crimes and to how those crimes are punished? While focusing, in the end, on America, this course will compare British, French, and American norms. As part of the latter, it will give some attention to the norms not only of those in power but also to those without power. Defining what is criminal and how that should be punished is fundamental to authority. To what extent should (and do) governments rule by terror? “Crimes” covered in this course will range from high crimes such as murder, theft, witchcraft, piracy, heresy, sedition, and treason to crimes of property and morals crimes such as non attendance at church and drunkenness. It will analyze how definitions of "crime" changed over time, as well as definitions of "criminals.

**HIST 289N: the Politics of Sexuality in America**

A. Rush

From pirates to body-snatchers, racketeers to smugglers – tales of lawlessness provoke strong reactions, be they delight, fascination or disgust. Yet how often do we seriously assess the meaning and legitimacy of the illicit activities that provide spice to such stories? From the 1600s to the present we will focus on specific instance of lawless behavior in a variety of places in the Caribbean, Britain, America, Africa, and Asia. Students will explore the motives of those
engaged in the illicit activity, tease out different understandings of lawlessness over time and space, and consider responses to lawless behavior in both past and present. Among the issues addressed will be the roles of legend and reality, the nature of national sovereignty and international security, debates over human and property rights, and concerns about personal freedom, scientific progress, and community survival.

HIST 289R: Pocketbook Politics 
K. Keane

This course is designed to provide a thematic approach to consumer culture as it emerged in the United States over the course of three centuries. Drawing on history, anthropology, sociology, and media/communication studies, this course will examine the key moments in American consumer history and the major debates in the meanings of consumption. Consumerism has been described as the basis of widespread prosperity and social equality, the enemy of moral values, and a basic right of citizenship. The history of consumption is a prism through which many aspects of social and political life may be viewed. How does what we wear, what we listen to, or what we eat shape our identities?

HIST 289V: What Does It Mean To Be An American? 
H. Smead

HIST 307: The Holocaust of European Jewry 
M. Rozenblit

Roots of Nazi Jewish policy in the 1930's and during World War II: the process of destruction and the implementation of the "final solution of the Jewish problem" in Europe, and the responses made by the Jews to their concentration and annihilation.

HIST 319N: Special Topics: Modern History of Korea 
R. Lilley

"A Modern History of Korea” seeks to understand and critique the role that the “nationalist paradigm” has played in shaping Korea’s past and present. Until the last decade and a half, “the nationalist paradigm” has dominated the perspective of filmmakers, novelists, and historians. Using “the nationalist paradigm” as out point of departure means that the course will begin, chronologically, ca. 1895-present. Then, we will “flashback” to the Origins of the Choson Dynasty (ca. 1350s-90s) and work our way back to the twentieth century. This “modern” narrative will attempt to avoid the ideologically pitfalls of the nationalist paradigm. Course content addresses the central problem of modern Korean history, the transition to modernity and its complications. We shall examine the creative ways in which Koreans solved that problem and in solving it willed their way to greatness during the course of the twentieth century.

HIST 319P: Special Topics: The Jews of the Islamic World from the Time of Muhammad Until Today 
Ringel

Exploration of the history of Jewish-Muslim relations from the time of Muhammad until today.

HIST 326: The Roman Republic 
A. Eckstein
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 that brought it about, and the consequent transformation and decline of the Republic.

**HIST 327: The Roman Empire**  
Conner  
Roman history from Augustus to Heraclius, 44BC-641AD: The Imperial court and government; the diversity of culture in provinces and cities and the progress of Romanization; Roman religion and its transformation in late antiquity; the Roman army and defense of the frontiers.

**HIST 329Z: Special Topics in History: Conflicts and Challenges in Israel, 1948-1967**  
TBA (A. Stern)  
Also offered as ISRL359A. Taught (in English) from Tel Aviv University by Professor Anat Stern using distance learning technology to students in Israel and UMD. Israel's early years (1948-1967), including wars, mass immigration, and economic hardship; emphasizing how Israel's varied cultural and ethnic groups shaped its collective identity.

**HIST 333: The European Reformations**  
S. Villani  
Examination of developments in European religion between 1450 and 170. History 333 treats the Protestant and Catholic Reformations and their implications. This course’s geographical focus is primarily fixed in Northern Europe, the homeland of Protestant doctrine, although we will also from time to time discuss developments in Italy and the Mediterranean. History 333, presupposes no knowledge of religion or religious history.

**HIST 353: American in the Revolutionary Era, 1763-1815**  
W. Ridgway  
The background and course of the American Revolution and early nationhood through the War of 1812. Emphasis on how the Revolution shaped American political and social development, the creation of a new government under the Constitution, and the challenges facing the new nation.

**HIST 354: Antebellum America 1815-1861**  
R. Chiles  
This course traces how the strong Nationalism after the War of 1812 transformed into the Sectionalism that led to the Civil War. The course concentrates on the controversies over slavery and other issues contributing to North-South antagonism, including Jacksonian democracy, capitalism and the financial system, the nature of federalism, industrialization, the transportation revolution, urbanization, racism, immigration and nativism, expansionism, the Second Great Awakening and the diverse religious and social reform movements associated with it, and the development of an American intellectual and cultural tradition.

**HIST 356: Emergence of Modern America, 1900-1945**
The emergence of modern institutions and identities, 1900-1945. These institutions may include corporate enterprises and the welfare state; identities include homosexuality, the New Woman, and the New Negro.

**HIST 385: Experiential Learning**  
The History Department's Internship program. Pre-professional experience in historical research, analysis, and writing in a variety of work settings.

**HIST 396: Honors Colloquium II**  
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.

**HIST 405: Environmental History**  
An introduction to the key issues and methods of environmental history. The scope of the subject is discussed, as well as its relationship with other disciplines, such as ecology, anthropology, and geography. A primary focus is environmental change in history with emphasis on the American experience.

**HIST 408E: Senior Seminar: Central Asia and Empire**  
This course examines the theme of empire in modern Central Asia, with a focus on the territories of Afghanistan, Xinjiang (western China) and five former Soviet republics (Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan and Turkmenistan). We will examine the efforts of various empires (Qing, British, Russian and American) to secure influence over Central Asia, as well as the legacies of these attempts. Focus on the last two centuries of Central Asian history. This is a readings seminar.

**HIST 408I: Senior Seminar: The End of the 60s**  
In this course, we will be exploring the immensely fertile period, culturally and politically, between 1965 and 1970. In this period emerged Black Power and the Black Panthers, the Counterculture, feminism, Earth Day, the trajectory of the New Left towards a more and more radical stance, as well as the new conservatism--all in the shadow of the Vietnam War, and the traumas of the assassinations of Dr. Martin Luther King, Jr. (April 1968) and Senator Robert F. Kennedy (June 1968). The course is principally a readings course, with students expected to write two 15 page papers, one in the first half, one in the second half." This is a readings seminar.

**HIST 408K: Senior Seminar: Early American History**  
An introduction to the key issues and methods of environmental history. The scope of the subject is discussed, as well as its relationship with other disciplines, such as ecology, anthropology, and geography. A primary focus is environmental change in history with emphasis on the American experience.

**HIST 408I: Senior Seminar: The End of the 60s**  
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A research course in which students engage in a research project on some aspect of Early American History, 1600-1800, chosen in consultation with the instructor, and then report their findings in a 15-20 page paper.

**HIST 408M: Senior Seminar: Readings in the Modern American South, From the Civil War to Civil Rights**  
E. Landau

In this course we will read a selection of landmark monographs, articles, and primary sources covering the time period from the end of the Civil War to the modern Civil Rights Era. Students will then each choose a topic of special interest, and with my guidance, create a bibliography and historiographical essay on that topic. This is a readings seminar.

**HIST408 N: Senior Seminar: History of the Inquisition**  
S. Villani

While The Spanish Inquisition predated Protestantism, having been set up in 1478 by Ferdinand of Aragon and Isabella of Castille, the Roman Inquisition was established by Pope Paul III in 1542 (the Holy Office was a centralized institution, headed by a Congregation of cardinals in Rome). We will study the modern historiography of the Inquisition and we will examine Sixteenth and Seventeenth-Century anti-“Inquisition” protestant propaganda.

**HIST 408O: Senior Seminar: The Ancient World**  
Connor

This course focuses on the exuberant Athenian polis in the Archaic and Classical periods. Students will approach the polis as a unique social project from the perspective of how it defined itself through the organization of space (the cityscape), political life (rhetoric and democracy), pleasure (sexuality, food, alcohol), and religious cult. Seminar participants will read selections from the modern historiography of Archaic and Classical Athens to develop their analytical skills pertaining to the interrogation of ancient sources and the application of contemporary theory in the field. This is a readings seminar.

**HIST 408Q: Senior Seminar: Rivers and Water in History**  
T. Zeller

How have human societies in the past dealt with issues of riverine transportation, hydropower generation, flood control, drinking water supply, and sewage treatment? In this research seminar, students will read examples from the historiography on rivers and water use, with a focus on North America and Europe, and produce research papers on related historical questions with a geographical focus on the Mid-Atlantic region. This is a research seminar.

**HIST 408X: Senior Seminar: Britain at War: A Cultural History**  
J. Taddeo

This seminar will examine the British experience of the First and Second World Wars from a cultural and social perspective. Both wars are known as “total wars”, impacting soldiers and civilians, and everything from military strategy to fashion. We will sample some of the memoirs, poetry, and films produced during and after the events, and examine how these two wars continue to shape popular memory to this day. Specific topics include war’s impact on masculinity; the shell shocked soldier; female emancipation in wartime; the mythology of the
Blitz and “the People’s War,” Cold War culture, and the depiction of war on film and TV—as melodrama and comedy. This is a readings seminar.

HIST 408Y: Senior Seminar: U.S.-Latin Relations

This readings seminar examines how historians have understood U.S.-Latin American relations. Questions we will consider include: what is the relationship (if there is one) between U.S. interventions in Latin America and a global American empire? How do events in the United States shape U.S. actions in Latin America? How does U.S. involvement in Latin America affect Latin American cultural, political, and social policies? Examples will include: the Spanish-American War, the Cuban Revolution of 1959, African American views of Latin America, gender and imperialism, and pan-Americanism. This class will culminate in a 15-page historiographic paper.

HIST 419E: Special Topics: Making and Critiquing Digital History

Making and Critiquing Digital History examines the practice of being a historian in the twenty-first century via a discussion and workshop-style advanced seminar. The course will begin by introducing the history of computing within historical practice then proceed by critiquing existing digital humanities projects, exploring cutting edge tools that can aid you in doing historical analysis and producing new knowledge, and familiarize you with best practice projects and standards that use computing tools. The course will examine digital archives and websites, historically-based gaming, geographic and mapping tools, text and image analysis, social networking and network analysis, and 3D visualization. Students will be asked to complete a semester-long project to create and/or contribute to an existing digital history project.

HIST 419N: Special Topics: History of Country Music in the 20th Century South

This course covers the history of country music as a distinct, commercial musical genre, and puts it in the socio-cultural and political context of its production. Students will listen to country music songs selected in advance by me—and by the text book we will follow—and together the class will locate themes in the lyrics and styles of playing, from the 1920s through the 1970s, and in some cases right up to the present day and Paisley himself (among others). We will discover country music’s roots in social and economic dispossession and political disempowerment, and question its enduring appeal and recent resurgence in popularity. Using the music as our starting point, we will travel back in time to the people who created it, who produced it, who broadcast it, and who enjoyed it.

HIST 419T: Special Topics: The New Deal

In this course, students will investigate one of the great turning points in U.S. history, the New Deal. Often, the New Deal is presented as a coherent set of federal policies imposed on the country by a few policymakers in Washington or, worse yet, as the brainchild of Franklin Roosevelt. This course sees the New Deal instead as a creative, sometimes wacky, set of experiments generated by social movements, a wild array of activists within the federal government, and ordinary Americans. Students will come to see that the New Deal was not an inevitable response to the Great Depression by all-knowing policymakers but a risky and
innovative amalgam of programs that aimed to maintain liberal democracy in the face of an utterly failed economic system. Despite devising some policies that solidified race and gender hierarchies, the New Deal also created programs that would ultimately produce the most egalitarian United States ever. Indeed, for many New Dealers, greater equality and a revitalized democracy were the goals of government activism. New Deal programs ranged from a minimum wage law, support for organized labor, and the provision of old age insurance to the creation of cooperative communities in the hills of West Virginia, the collection of folk music on the back roads of Missouri, and the encouragement of anti-racist theater in Chicago. Students will read letters written by Dust Bowl residents, industrial codes written for the Powder Puff industry (I kid you not), and plays sponsored by the Federal Theatre Project. They will listen to presidential fireside chats and see film footage of dust storms in Oklahoma. What's not to like?

**HIST419V: Special Topics: Modern Central and Eastern Europe**

P. Kosicki

The terms “Central Europe” and “Eastern Europe” refer as much to cultural projects and political ideologies as actual regions that can be pinpointed on a map of the world. The partitions of Poland in the late 18th century, the definitive dissolution of the Holy Roman Empire in 1806, and the slow decline of the Ottoman Empire opened a Pandora’s Box of imperial expansionism and national realignments that left a substantial portion of the European continent caught – as the inhabitants of that area understood it – between a modernizing “West” and an autocratic, if not outright feudal, “East.” This state of affairs survived the collapse of dynastic empires in 1918, taking on a different form in the shadow of the Soviet Union’s influence through 1991. Indeed, given the need to find some term to describe the region, the ideas of “Central Europe” and “Eastern Europe” (and “the Balkans”) are still relevant today, both within the European Union and in the dealings between EU member-states and countries like the former Yugoslav states and Ukraine.

This course will explore the history of Central and Eastern Europe as both region and idea, tracing two stories in parallel: 1) the entangled history of Austrians, Belarusians, Croats, Czechs, Germans, Hungarians, Jews, Lithuanians, Poles, Serbs, Slovaks, Slovenes, and Ukrainians; and 2) the many attempts by writers and scholars of these various nationalities to re-imagine their region(s) according to their own ideals. Authors covered in this course will include – among many others – Yuri Andrukhovych, Slavenka Drakulić, Günter Grass, Milan Kundera, Czesław Miłosz, and Stefan Zweig.

**HIST 419Z: Special Topics: Law and Society in Middle East History**

M. Zilfi

The development of law and legal practice in the Middle East, from Islamic law's foundations to the contemporary era of multiple sources of law, both secular and religious. The course considers: the major components of law and law making in the Middle East and how these were shaped by the societies in which they emerged; the transformations in civil, criminal, and constitutional law in the modern era. The main focus is the modern era and legal pluralism. Apart from preparedness for discussions each week, students will be responsible for providing introductions to two or more of the individual reading selections. Written work for undergraduates consists of two exams and one paper on a legal case study (10-15 pages)—33% each. Graduates will contribute two papers and one exam—33% each. Students are expected to be active participants in the class. The instructor reserves the right to require additional quizzes.
and oral presentations if students are not keeping up with the readings and discussion responsibilities. (Prerequisite = previous coursework in Middle East history or politics or permission of instructor.)

HIST 428A: Special Topics: Chinese Cities and Frontiers

J. Gao

No course description provided.

HIST 428K: Special Topics: Confucius’ Many Lives in East Asia and Asian America

L. Mar

This course explores the strong influences of Confucian cultural ideals in East Asia and among Asian Americans, from ancient China to the 21st century modern present, focusing on the ways diverse peoples imagined Confucius to meet the needs of their times. Topics include: ideas about leading a good and meaningful life, religion, philosophy, family, politics, and education, as well as global migrations of ideas, peoples, and cultural practices in the Pacific World.

Our quest to understand why so many diverse people over time turned to Confucian ideals to seek a meaningful life will approach this history and its present influence in three ways. We will focus intensively on ideas through reading and debating influential texts. We also will address the many schools of thought that interpret Confucian cultural ideals during the past two millennia. Lastly, we will ground our study of ideas with attention to popular practice in particular historical contexts across the time and space of the Confucian world of East Asia and East Asian migrations.

HIST 428N: Special Topics: Immigrant Life Stories: A Practicum in Oral History

T. Castillo

This course explores the dynamic subject of U.S. immigration history through the scope of individual immigrant life stories in a global context. The methodology of oral history is rooted in a broad tradition of life history practiced in such diverse disciplines as anthropology, history, humanities (women’s studies, ethnic studies, African American studies, English, etc.), journalism, and sociology. This course will provide an overview of U.S. immigration history and it will evaluate how historians practice oral history: the ethical and legal concerns, good practices, and the role of memory in the creation of life stories. The class seeks to advance our collective memory of the immigrant experience by teaching oral history methodology and by conducting actual interviews to be recorded and archived in the Center for the History of the New America, Maryland’s interdisciplinary initiative to study the immigrant experience since 1500 and recent times.

HIST 428R: Special Topics: Transition to Islam: From the Ancient to the Medieval Muslim World

A. 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.

This course aims to familiarize students with the emergence and subsequent rise of Islam in the Late Antique Middle East. Special emphasis will be put on the evolution of complex pre-
modern societies, acculturation processes, definition of identities, economic and cultural developments. By the end of this course students can expect to be able to appreciate and contextualize the birth of the third monotheism and the making of a world Empire.

**HIST 428V: Dividing Palestine? A Simulation of Jewish-Arab Negotiations**  
P. Scham

Also offered as ISRL448A. This is one of the few “hands-on” history courses offered. On the one hand, it is a seminar that explores the history of the Israeli-Palestinian conflict from 1882-1948, i.e., from the beginning of Zionist settlement until the establishment of the State of Israel and the Nakba. On the other hand, it features a five-week simulation in which each student will be assigned the role of a major Jewish, Arab, or British official at the time of the Peel Commission in 1936-37. Students will negotiate with each other both within the Arab or Jewish “factions” and between them to try, by hook, crook, or any other way, to get the best deal for their own position – and perhaps change history. It is a lot of work, but also a lot of fun, according to students who have taken the course in the last two years. This course is open to students with no background in or knowledge of the conflict as well as to those who think they have plenty. You are guaranteed to both learn a lot and appreciate different perspectives, wherever you are coming from.

**HIST 429F: Special Topics: Mac to Millenium: History of the University of Maryland**  
A. Turkos

Topical approach to the history of the University of Maryland, with a strong focus on utilizing primary sources from the University Archives.

**HIST 429M: Special Topics: History and Memory in Medieval Islam**  
A. Borrut

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”?

**HIST 429T: Special Topics: Seeking the Spiritual in Nineteenth and Twentieth Century America: Journeys of Faith**  
M. Bradbury

Hist 429T seeks to examine selected expressions of the spiritual in nineteenth and twentieth century American in what are ordinarily considered out-of-the-way places, places where it pops up when not usually expected and yet that are part of the ongoing experimentation of American society. The definition of the spiritual used in the course will encompass conventional religion but also reach beyond to unconventional beliefs and movements that explicitly reject the label of religion. It will overlap only incidentally with the topics covered in Hist 306. It will be taught principally in lecture and discussion.

**HIST 431: Stuart England**
Hist 429T seeks to examine selected expressions of the spiritual in nineteenth and twentieth century American in what are ordinarily considered out-of-the-way places, places where it pops up when not usually expected and yet that are part of the ongoing experimentation of American society. The definition of the spiritual used in the course will encompass conventional religion but also reach beyond to unconventional beliefs and movements that explicitly reject the label of religion. It will overlap only incidentally with the topics covered in Hist 306. It will be taught principally in lecture and discussion.

**HIST 436: Napoleon, the French Revolution, and the World**

D. Sutherland

An argument for the broad continuity between the revolutionary and Napoleonic wars.

**HIST 437: Modern France Since Napoleon (Old title: Modern France from Napoleon to DeGaulle)**

P. Kosicki

When France intervened militarily in the African republic of Mali in January 2013, commentators wondered if this might mark the beginning of a reversal in the fortunes of a country that had gone from defining the international system during the French Revolution and the Napoleonic Empire to being roundly mocked by the end of the 20th century as “cheese-eating surrender monkeys.” This course will both investigate and challenge the perception of a modern France in free-fall throughout the 19th and 20th centuries, locating France as the site not only of revolution, political chaos, and occupation, but also of pioneering military strategy, massive global empire, new approaches to social and gender relations, the origins of the European Union, and some of the longest-surviving models of republican government in world history. Students will examine paintings, film, and music in addition to an extensive array of written primary sources encompassing novels, memoirs, and comics.

**HIST 442: Twentieth-Century Russia**

S. Cameron

This course seeks to evaluate the major events and trends in Soviet history. It conceives of the Soviet Union as an empire, whose revolutionary seeds were sown with Russian imperial rule and the revolution of 1905 and whose dissolution began with the fall of the Soviet Union in 1991. Through the lens of empire, the course asks students to think critically about the emergence of Soviet nationalities policy, the role of local cadres and the relative importance of events in traditional centers, such as Moscow and St. Petersburg, versus those in the periphery. Additional themes include the role of ideology, the origins, timing and intent of state-sponsored violence and terror, as well as agricultural and industrial modernization.

**HIST 453: Diplomatic History of the United States from 1914**

Woods

American foreign relations in the 20th century. World War I, the Great Depression, World War II, the Cold War, the Korean War, and Vietnam. A continuation of HIST452.

**HIST 455: Constitutional History of the United States: Since 1860**

M. Ross
American public law and government, with emphasis on the interaction of government, law, and politics. Emphasis on the political-constitutional system as a whole, rather than simply the development of constitutional law by the Supreme Court. Major crises in American government and politics such as Civil War, Reconstruction, the 1890s, the New Deal era, the civil disorders of the 1960s.

**HIST462: The United States Civil War (Alternate Title: Slavery, Sectionalism, and the U.S. Civil War)**

L. Rowland

This course examines the most momentous crisis in U.S. history. The Civil War tested in the most elemental way the principles on which the nation had been founded and settled by conflict of arms otherwise unresolvable differences about the nature of the union. In the eyes of both Americans and the rest of the world, it addressed the question of whether republics were inherently unstable, as well as doubts about the ability of democratic forms of government to survive serious challenge. Like other wars of national unification during the same era, it mobilized mass armies and consolidated a nation. It also accomplished a profound social revolution, defeating the world's most powerful slaveholding class, destroying a way of life based upon the ownership of human beings, liquidating without compensation private property valued at billions of dollars, restoring to the former slaves proprietorship of their own persons, and forcibly substituting the relations of free labor for those of slavery.

The course begins with a consideration of salient features of American society, North and South, in the decades preceding the Civil War, followed by examination of the growing sectional conflict and the coming of war. The second half of the course focuses on the war itself, including the resources and strategies of the Confederacy and the Union, the experiences of both combatants and civilians, the politics of emancipation, the changing character of the conflict, the role of slaves and ex-slaves in the destruction of slavery and the achievement of Union victory, developments on the homefront, and the wartime origins of Reconstruction. Although the course considers the most significant military campaigns in some detail, little attention is devoted to the tactics of particular battles.

Writing is a central component of the course. Three formal papers (5-6 pages each) are required, two of which are based on primary sources. Informal, in-class writing about the assigned readings constitutes a significant proportion of the course grade; students must therefore complete the assigned readings on schedule in order to do well in the course. Reading assignments average 140 pages per week. Midterm and final examinations are essay in form.

**HIST 473: History of the Caribbean**

D. Sartorius

Offers a concise introduction to the history of the Caribbean regions from the Columbian voyages to the 20th century. Special emphasis is given to the dynamics of local social and cultural formations within the framework of the political and economic history of the Atlantic world.

**HIST 474: History of Mexico and Central America I**

A. Dillingham
History of Mexico and Central America, beginning with the pre-Spanish Indian cultures and continuing through European contact, conquest, and colonial dominance, down to the beginning of the Mexican War for Independence in 1810.

**HIST 483: History of Japan since 1800**  
Lilley

Japan's renewed contact with the Western world and emergence as a modern state, industrial society, and world power, 1800-1931; and Japan's road to war, occupation, and recovery, 1931 to the present.

**HIST493: Victorian Women in England, France, and the United States**  
G. Gullickson

Examines the lives of middle- and upper-class women in England, France, and the United States during the Victorian era. Topics include gender roles, work, domesticity, marriage, sexuality, double standards, and women's rights.